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## ABSTRACT

The document outlines procedures for implementing Project CAST (Community and School Together), a community-based career education program for secondary special education students in Charles County, Maryland. Initial sections discuss the role of a learning coordinator, (including relevant travel reimbursement and mileage forms) and an overview of project objectives for each of four phases (career awareness, career exploration, career investigation, and on-the-job training/work study). Project materials and procedures for obtaining them are reviewed. A section on legal issues addresses accidents, medical/health information, transportation, and hazardous occupations. Guidelines for placement of students in the appropriate phase are offered, and step-by-step procedures for implementing each of the phases are detailed. Assessment information focuses on purposes, instruments, requirements, vocational assessments, and reports. A major part of the document is composed of curriculum information and course outlines for units in each phase. The curriculum offers goals and objectives in three areas: independent living skills, basic academic skills, and career development. Extensive examples of project forms include class forms checklists, permission forms, data and information sheets, and student and teacher evaluation forms. The document concludes with a list of job titles appropriate for CAST participants and examples of types of businesses currently working with the project. (CL)

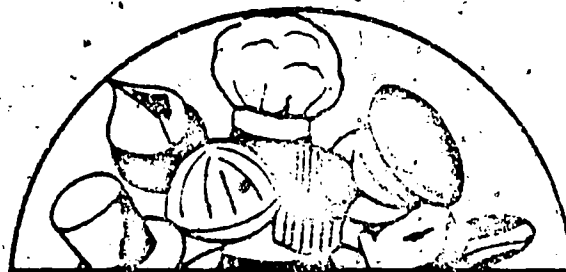
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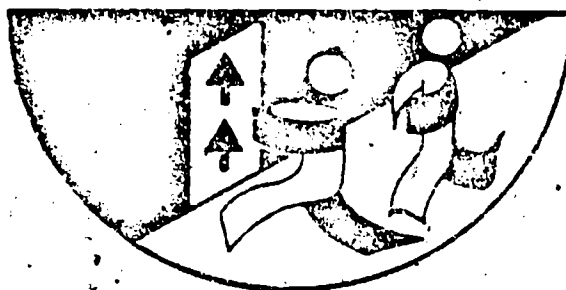
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# PROJECT CAST



Charles County Board of Education  
La Plata, Maryland 20646

*Office of Special Education*

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## RESPONSIBILITIES OF LEARNING COORDINATORS

### A CHALLENGING ROLE

Taking on a Learning Coordinator (L.C.) position is by no means an easy assignment. In addition to excellent teaching practices and meeting school expectations, there will be additional responsibilities. Among the many "hats" you'll be wearing, you are about to become a public relations representative for the Charles County Board of Education and your school, a communications specialist, a "worker under stress" expert, and a top notch organizer - analyzer - synthesizer. You are about to be challenged and the intrinsic rewards can be tremendous . . . .

### ROLES AND RESPONSIBILITIES

1. Assist in the development of appropriate IEP goals and objectives related to career education and CAST activities.
2. Coordinate all phase related programming which includes submitting site requests, receiving and sharing information, and monitoring accomplishments of students in the career education class and on the job site.
3. Implement the career/life skills curriculum objectives and utilize CAST material resources to teach the objectives.
4. Follow phase procedures and assessment requirements.
5. Provide pre and post activities related to phase site experiences.
6. Assist and guide students in making site requests.

7. Work with the employer/employees to promote transference of academic objectives and skill development to the work site.
8. Keep updated student records and reports as described in the procedural section.
9. Adhere to timeline requests and CAST operational procedures.
10. Maintain communication and rapport with site employees.
11. Serve as a liaison between the CAST program and your school-based staff.
  - a. Communicate activities and outstanding accomplishments to the Administration and your special education department.
  - b. When appropriate, share program information with your school to familiarize them with what we're all about.
  - c. Communicate to teachers who have your CAST students schedule information so that teachers will know in advance the dates and times of the day the student will be out of their classes for site experiences.
12. Maintain communication with the project office on a regular basis to share student and program information and any needs.
13. Attend all Project CAST Learning Coordinator meetings.

## TRAVEL

### REIMBURSEMENT FOR TRAVEL EXPENSES

Learning Coordinators are asked to use personal transportation to monitor students in the community and will be reimbursed for this expense at the current county rate. (See Mileage Chart # 1).

Learning Coordinators should complete a MONTHLY REPORT OF REGULAR AND CONFERENCE TRAVEL EXPENSES form and submit it to the CAST Office within 30 days after completion of the site experience. Forms may be obtained from the CAST Office. Each place visited should be listed individually, then the total number of miles traveled that day can be reported. (See Sample Travel form) When traveling from one school to another, specific mileages are given. (See Mileage Chart # 2) Since Learning Coordinators typically visit private businesses, it is recommended that they keep a mileage log by recording the odometer reading at the start and end of their monitoring each day.



# MILEAGE REIMBURSEMENT CHART

\$ .20

Miles	Amount	Miles	Amount	Miles	Amount	Miles	Amount
1	.20	26	5.20	51	10.20	76	15.20
2	.40	27	5.40	52	10.40	77	15.40
3	.60	28	5.60	53	10.60	78	15.60
4	.80	29	5.80	54	10.80	79	15.80
5	1.00	30	6.00	55	11.00	80	16.00
6	1.20	31	6.20	56	11.20	81	16.20
7	1.40	32	6.40	57	11.40	82	16.40
8	1.60	33	6.60	58	11.60	83	16.60
9	1.80	34	6.80	59	11.80	84	16.80
10	2.00	35	7.00	60	12.00	85	17.00
11	2.20	36	7.20	61	12.20	86	17.20
12	2.40	37	7.40	62	12.40	87	17.40
13	2.60	38	7.60	63	12.60	88	17.60
14	2.80	39	7.80	64	12.80	89	17.80
15	3.00	40	8.00	65	13.00	90	18.00
16	3.20	41	8.20	66	13.20	91	18.20
17	3.40	42	8.40	67	13.40	92	18.40
18	3.60	43	8.60	68	13.60	93	18.60
19	3.80	44	8.80	69	13.80	94	18.80
20	4.00	45	9.00	70	14.00	95	19.00
21	4.20	46	9.20	71	14.20	96	19.20
22	4.40	47	9.40	72	14.40	97	19.40
23	4.60	48	9.60	73	14.60	98	19.60
24	4.80	49	9.80	74	14.80	99	19.80
25	5.00	50	10.00	75	15.00	100	20.00

# SAMPLE

Board of Education of Charles County

## Monthly Report of Regular & Conference Travel Expenses

NAME Janet Jones

DATE: 11/30/82

Thomas Stone

DIVISION INS - SP. ED.

	Acctg. Only	Category	Program	Object	Subject	Cost Center	Fund	Amount
Section A								
Section B								

### SECTION A - Regular Travel

DATE	PLACE	NO. OF MILES	DOLLAR COST				
			Travel	Hotel	Meals	Other	Total
10/31/82	TSHS - Roy Rogers - k-Mart	30					
	1-hr cleaners - Hardees -						
	Safeway - fitness center -						
	TSHS						
11/6/82	TSHS - Hawthorne - k-Mart	10					
	and Lassies - Kennys -						
	TSHS						
11/13/82	TSHS - Holiday Inn -	28					
	Mudd - Md Indep -						
	Guardian Storage -						
	B-P - Firestone - TSHS						
11/16/82	TSHS - Roy Rogers - k-Mart -	32					
	Hardees - Safeway -						
	Kennys - Holiday Inn - TSHS						

Reason for Exceeding Limitation:

Total Regular Travel \$

Total Conference Travel \$

Total Expenditures \$

Less Advance Funding \$

Balance Due or Refund \$

Monthly Regular Travel \$

Limitation

Janet Jones  
Employee Signature

Division Head Signature

If Part One does not give sufficient lines in Section A, or if Conference Travel is involved, use both Parts 1 and 2.

**SECTION A - Regular Travel** (Continued)[illegible]

## SECTION B – Conference Travel

[illegible]

# Mileage Chart

For Travel  
Reimbursement

	Bel Alton Bldg.	Board of Education	Dr. Brown	Building 101	Bumpy Oak	James Craik	Gale-Bailey	Glasva	F. B. Gwynn	John Hanson	Matthew Henson	Indian Head	Lackey	La Plata	Malcolm	T. C. Martin	McDonough	Arthur Middleton	Walter J. Mitchell	Mount Hope	Dr. Samuel Mudd	Nanjemoy	J. C. Parks	Piccowaxen	Pomonkey Annex	Port Tobacco	J. P. Ryon	Gen. Smallwood	Milton Somers	Spring Dell Center	Benjamin Stoddert	Thomas Stone	Eva Turner	Vo-Tech Center	Waldorf - Old	Wayside
Bel Alton Bldg.	--	6	15	8	12	11	17	4	8	15	16	18	17	8	21	15	10	14	7	19	14	21	15	8	16	8	15	16	7	8	15	16	16	11	14	8
Board of Education	6	--	10	2	7	6	12	10	2	10	11	13	12	2	14	10	5	9	1	14	9	16	10	14	11	3	10	11	1	2	10	10	10	6	9	14
Dr. Brown	15	10	--	9	13	8	20	19	9	4	13	22	19	9	9	10	9	1	11	24	1	28	12	23	13	13	4	20	11	9	2	3	2	8	4	23
Building 101	8	2	9	--	9	8	14	12	--	11	13	15	14	--	14	9	7	10	3	16	10	18	12	16	13	5	11	13	3	--	10	11	10	8	10	16
Bumpy Oak	12	7	13	9	--	3	11	15	9	13	5	8	7	9	23	17	2	12	8	18	12	20	4	19	5	5	13	6	8	9	13	13	14	3	12	19
James Craik	11	6	8	8	3	--	10	15	8	4	5	10	7	8	16	16	1	7	7	16	7	20	4	19	5	5	8	8	7	8	8	8	9	--	7	19
Gale-Bailey	17	12	20	14	11	10	--	21	14	21	8	6	3	14	28	22	9	19	13	10	19	13	7	25	8	8	21	5	13	14	20	21	21	10	20	25
Glasva	4	10	19	12	15	15	21	--	12	19	20	22	21	12	25	19	14	18	11	23	18	25	20	4	20	12	19	20	11	12	19	19	20	15	19	4
F. B. Gwynn	8	2	9	--	9	8	14	12	--	11	13	15	14	--	14	9	7	10	3	16	10	18	12	16	13	5	11	13	3	--	10	11	10	8	10	16
John Hanson	15	10	5	11	13	8	21	19	11	--	13	22	19	11	6	7	9	4	11	24	3	28	12	23	13	13	--	20	11	11	3	1	4	8	1	23
Matthew Henson	16	11	13	13	5	5	8	20	13	13	--	5	6	13	20	21	6	12	12	14	12	18	1	24	--	9	13	4	12	13	13	13	14	5	12	24
Indian Head	18	13	22	15	8	10	6	22	15	22	5	--	5	15	29	23	9	21	14	14	21	18	6	26	5	12	22	2	14	15	22	22	23	10	21	26
Lackey	17	12	19	14	7	7	3	21	14	19	6	5	--	14	26	20	6	18	13	11	18	15	3	25	6	9	19	3	12	14	19	19	20	7	18	25
La Plata	8	2	9	--	9	8	14	12	--	11	13	15	14	--	14	9	7	10	3	16	10	18	12	16	13	5	11	13	3	--	10	11	10	8	10	16
Malcolm	21	14	9	14	23	16	28	25	14	6	20	29	26	14	--	8	17	10	15	30	9	34	19	29	20	19	6	27	15	14	8	6	9	16	7	29
T. C. Martin	15	10	10	9	17	16	22	19	9	7	21	23	20	9	8	--	17	10	9	24	10	28	20	23	21	13	7	21	9	9	9	7	10	16	8	23
McDonough	10	5	9	7	2	1	9	14	7	9	6	9	6	7	17	17	--	8	6	15	8	19	5	18	6	4	9	7	6	7	9	9	9	1	8	18
Arthur Middleton	14	9	1	10	12	7	19	18	10	4	12	21	18	10	10	10	8	--	10	23	1	27	11	22	12	12	4	19	10	19	2	4	3	7	3	22
Walter J. Mitchell	7	1	11	3	8	7	13	11	3	11	12	14	13	3	15	9	6	10	--	15	10	17	11	15	12	4	11	12	1	3	11	11	11	7	10	15
Mount Hope	19	14	24	16	18	16	10	23	16	24	14	14	11	16	30	24	15	23	15	--	23	4	13	27	14	11	24	12	15	16	24	24	25	16	23	27
Dr. Samuel Mudd	14	9	1	10	12	7	19	18	10	3	12	21	18	10	9	10	8	1	10	23	--	27	11	22	12	12	3	19	10	10	1	3	2	7	3	22
Nanjemoy	21	16	28	18	20	20	13	25	18	28	18	18	15	18	34	28	19	27	17	4	27	--	18	29	18	15	28	16	17	18	28	28	29	20	27	29
J. C. Parks	15	10	12	12	4	4	7	20	12	12	1	6	3	12	19	20	5	11	11	13	11	18	--	24	1	8	12	4	11	12	12	12	13	4	11	24
Piccowaxen	8	14	23	16	19	19	25	4	16	23	24	26	25	16	29	23	18	22	15	27	22	29	24	--	24	16	23	24	15	16	23	23	23	19	22	--
Pomonkey Annex	16	11	13	13	5	5	8	20	13	13	--	5	6	13	20	21	6	12	12	14	12	18	1	24	--	9	13	4	12	13	13	13	14	5	12	24
Port Tobacco	8	3	13	5	5	5	8	12	5	13	9	12	9	5	19	13	4	12	4	11	12	15	8	16	9	--	13	10	4	5	13	13	14	5	12	16
J. P. Ryon	15	10	5	11	13	8	21	19	11	--	13	22	19	11	6	7	9	4	11	24	3	28	12	23	13	13	--	20	11	11	3	1	3	8	1	23
Gen. Smallwood	16	11	20	13	6	8	5	20	13	20	4	2	3	13	27	21	7	19	12	12	19	16	4	24	4	10	20	--	12	13	20	20	21	8	19	24
Milton Somers	7	1	11	3	8	7	13	11	3	11	12	14	12	3	15	9	6	10	1	15	10	17	11	15	12	4	11	12	--	3	11	11	11	7	10	15
Spring Dell Center	6	2	9	--	9	8	14	12	--	11	13	15	14	--	14	9	7	10	3	16	10	18	12	16	13	5	11	13	3	--	10	11	10	8	10	16
Benjamin Stoddert	15	10	2	10	13	8	20	19	10	3	13	22	19	10	8	9	9	2	11	24	1	28	12	23	13	13	3	20	11	10	--	2	2	8	3	23
Thomas Stone	16	10	5	11	13	8	21	19	11	1	13	22	19	11	6	7	9	4	11	24	3	28	12	23	13	13	1	20	11	11	2	--	3	8	2	23
Eva Turner	16	10	2	10	14	9	21	20	10	4	14	23	20	10	9	10	9	3	11	25	2	29	13	23	14	14	3	21	11	10	2	3	--	9	4	24
Vo-Tech Center	11	6	8	8	3	--	10	15	8	8	5	10	7	8	16	16	1	7	7	16	7	20	4	19	5	5	8	8	7	8	8	8	9	--	7	19
Waldorf - Old	14	9	4	10	12	7	20	19	10	1	12	21	18	10	7	8	8	3	10	23	3	27	11	22	12	12	1	19	10	10	3	2	4	7	--	23
Wayside	8	14	23	16	19	19	25	4	16	23	24	26	25	16	29	23	18	22	15	27	22	29	24	--	24	16	23	24	15	16	23	23	24	19	23	--

## OVERVIEW

Project CAST is an alternative career education program designed for high school age educationally handicapped students receiving Level IV and V special education services. This program is currently operating at four Charles County high schools and the special education center. The Project CAST program focuses upon the student's development of skills which are necessary for independent living, career decision-making, and job success. The entire project centers around the concept that learning occurs in many environments; the community, school, and home together provide the arena for student growth.

### THE PROGRAM

The Project CAST program is divided into four phases, each phase representing developmental steps in the career education process.

#### Project CAST Phases and Program Objectives

##### Phase I: Career Awareness

- Objectives:
- To provide learning activities which foster student *awareness* of the *multitude of occupations* that exist within the community.
  - To provide learning experiences which will enable students to *learn more about themselves*, in relation to their present life style.
  - To provide students with educational opportunities which further *develop independent living skills*.

## Project CAST Phases and Program Objectives (continued)

### Phase II: Career Exploration

Objectives: To provide learning activities designed to assist students in the *identification of interests, abilities, environmental and life style preferences and occupations which match* these factors.

To provide students with educational opportunities which further *develop independent living skills.*

### Phase III: Career Investigation

Objectives: To provide students with *"hands on" job experiences* to, in concrete terms, *validate assumptions made regarding the student's "desired" occupations* for future employment.

To provide learning experiences designed to develop students' job seeking, maintaining, and terminating skills.

To provide learning activities designed to enhance students' *social and emotional adjustment in the working world.*

To provide students with educational opportunities which further *develop independent living skills.*

### Phase IV: On-The-Job Training/Work Study

Objectives: To provide learning experiences designed to help students obtain and be trained in self-selected occupations.

To provide learning activities designed to enhance students' *social and emotional adjustment in the working world.*

To provide students with educational opportunities which further *develop independent living skills.*

The methods used to accomplish the Project CAST program objectives are diverse. During Phase I: Career Awareness, students go on field trips to a variety of job sites and guest speakers come to each school to speak to students, describe their job, show the tools of their occupation, and provide insights which come with experience in an occupation. Teachers develop lessons and activities for students which help them discover the numerous occupations existing in the community, as well as gain exposure to the job tasks involved with each occupation. Role play, simulation activities, survey instruments, and other methods are used to help students better understand themselves and to help students develop the essential independent living skills.

During Phase II: Career Exploration, students participate in shadowing experiences, field trips on a limited basis, and guest speakers come to the school but for a purpose which is different than that of Phase I: Career Awareness. As a student begins the Career Exploration phase of the program, he/she has already learned about a variety of job opportunities and is making some "tentative" decisions, sorting information, and identifying occupations of personal interest. Shadowing, guest speakers, work samples, vocational evaluation, and other instructional devices are employed at this time to help students explore these occupations of "tentative" interest. Through the exploration process, students learn about present and future job outlooks, career ladder opportunities, training and salary requirements, possible work environments, work tools and tasks, and other important factors which are characteristic of each occupation. Activities are also developed to help students

gain a better understanding of themselves. Each student is guided in the identification of his/her interests, abilities, and life-style desires. This serves as a foundation and a basis for students in the measuring or matching of an occupation to oneself. During the Career Exploration phase, instruction continues in the independent living skills areas.

The primary instructional method utilized in Phase III: Career Investigation helps to make jobs, the world of work, career decision-making, and the need for developed life skills concrete for students. The Career Investigation phase of the program includes a series of "job sampling" opportunities. Students select several occupations which they have explored and would like to experience. Each student is placed with a worker (termed a Resource Person) at a job site in the community and then observes the worker, learns job tasks, and gains a concrete perspective of the occupation and work environment. Students have the opportunity to "sample" about four jobs during a school year, with each one lasting about 3 weeks. Students may spend between 40-60% of their school week on-site. (The % of time is based upon the student's need, transportation, and site availability.) Subject area course credit, required for graduation, is offered to students who are learning through the "job sampling" method. Teachers monitor student progress at the job site and keep in close touch with each student's Resource Person. This information is used to plan a unified comprehensive program for the student when he/she is in school. Once a week all of the Phase III students in each school spend a period together to share experiences. During the Career



Investigation phase, as in all other phases of Project CAST, students continue developing life skills.

Phase IV: On-The-Job Training/Work Study is designed to provide students with specific job skills in a self-selected occupation.. As a result of the Career Investigation experience, students in this phase have good information to use in selecting an occupation to pursue. After the student chooses an occupation, Project CAST staff provide assistance in getting a paying position. Community job sites are identified and employers are solicited to train students.. Specific job skills are selected for student learning. Teachers monitor student development of these skills and provide classroom instruction in job enabling and life skills. A Phase IV student spends 20-80% of his/her school day on-site, up to four days a week. No time limitation is placed upon the number of weeks each student spends on-site. The goal is to have students trained in a job (OJT) and maintain that employment (Work/Study), unless the experience is unsatisfactory to the student, employer, parent, school, etc. As in Phase III, students may earn course credit in academic areas through OJT-Work/Study. The Phase IV student participates in the "once a week" seminar sessions to share his/her experiences with other Phase IV students.

## *PROJECT CAST FITS IN WITH OTHER SCHOOL PROGRAMS !!!*

Although Project CAST activities comprise part of the high school curriculum for many Level IV and V students, it is not imperative or appropriate to have each student participate in every program phase. The Individual Educational Program (IEP) Team in reviewing each student's IEP determines appropriate programming for the student. For example, it is certainly possible for a student to complete a Phase I and II experience, locate summer employment in a trade (assistant to a trade worker, etc.), decide that the "trade" is what he/she wants to pursue, and have IEP team meeting results include Vo-Tech placement for the next school year. This student can meet career and independent living skills objectives via utilizing the Project CAST curriculum - although the method of instruction may change.

- \*\* Complying with federal and state mandates and county procedure, students serviced through Project CAST should participate in the general education program and be removed from that environment, when and only to the extent that, their needs are not being met, even with supplementary aids and services.

### *PLACING STUDENTS IN THE APPROPRIATE PHASE*

There are several crucial factors to consider when determining CAST phase placement. In order for students to get the most out of the program, the teacher must view each student individually. Inaccurate placement is to the complete disadvantage of the student!

Please refer to the Phase Placement Section for specific guidelines.

## SITE ANALYSIS/RESOURCE DEVELOPMENT

Project CAST is designed to teach students about life and the community they will face when they finish school. In simplest terms, this is done by having students experience the community, the world of work, and other "after-school-life" situations, while in school. In order to complete this task, the active support of the community must exist. Project CAST staff (in addition to activities such as speaking to agencies and service organizations, etc.) must solicit community involvement in the program. The process used for this purpose is called Site Analysis and Resource Development (SARD).

### What Is It?

Site Analysis and Resource Development is the process used to solicit workers/employers participation in Project CAST program Phases I-IV. This approach is utilized to identify, record, and analyze specific job tasks and general site information which is crucial to the implementation of the community-based component.

### Who Does It?

Program Coordinator, Phases I and II

Program Coordinator, Phases III and IV

Anyone may provide "leads" for new sites by contacting the program coordinators.

## *OTHER PROJECT COMPONENTS*

### *PARENTAL INVOLVEMENT*

In addition to the parental involvement requirements of PL 94-142, Bylaw 13.04.01 Annotated Code of Maryland, and procedures adopted by the Charles County Public School System, Project CAST includes:

1. Signed consent of parent/guardian for student to participate in Project CAST.
2. Signed parent permission for Phase I field trips.
3. Signed parent permission for Phase II shadowing experiences.
4. Signed consent of the parent/guardian prior to a student placement at a job site, Phase III/IV.
5. Signed consent of parent/guardian for student providing his/her own transportation to and from job site.
6. Signed consent of parent/guardian if a student will be transported in any vehicle while on-site.
7. Parent meetings.
8. Frequent communication with parents/guardians regarding student progress.

### *PROGRAM AWARENESS*

During the year, Project staff can present the program to a variety of audiences: parents-students-business community-and school system personnel. A five minute presentation module is also available to all school personnel on a "sign-out" basis to use for the purpose of developing program awareness.

## CONTINUING EDUCATION

Project CAST offers workshops and in-service sessions for teachers involved with the program. During the school year pre-scheduled Learning Coordinator meetings also take place. The Learning Coordinator meetings are designed to address school-based needs.

In addition to the continued educational opportunities cited, other resources exist to help in the professional development process:

1. professional texts and journals
2. newsletters, pamphlets, and handouts
3. resource people

Please communicate needs/desires for such materials/persons to the Project CAST office staff.

## MATERIALS

### AN AVAILABLE RESOURCE: CAST MATERIALS

As a Project CAST Learning Coordinator you will have at your disposal a variety of instructional and professional materials and equipment. These materials have been purchased by the program and are housed in a central location near the CAST Office. The materials were selected specifically to meet CAST career education and life skills program goals. In addition, most of the materials are geared to the high school special education student in terms of content, relevancy, and readability level. There are texts, workbooks, tapes, cassettes, film strips, games, multi-media kits, Project Discovery kits, typewriters, and so on. The content covered includes career education, career guidance, independent living skills, language arts, math, science/health, social studies, and professional materials for teachers.

### HOW DO I FIND OUT WHAT SPECIFIC MATERIALS CAST HAS?

All of the materials we have are listed and indexed in the Project CAST Material Resource Listing. In the directory, in the area of career education all of the materials have a summary and description sheet which gives explicit details on the use and quality of the given material. Periodically supplemental listings of new materials or summaries will be sent to you to include in your directory so that it remains updated. At each of the high schools and the F. B. Gwynn Center, the CAST Learning Coordinators have in their possession at least one copy of the CAST Material

Resource Listing. If for any reason you do not have access to a copy of the directory, please contact the CAST office and we will send you one.

#### HOW AND WHEN DO I SIGN MATERIALS OUT?

All materials will be available for sign-out at the beginning of the school year. The CAST secretary is the person who signs-out the materials to you. If you are familiar with the materials, you can refer to the directory, call in your order to the CAST secretary, and she will check the materials out in your name and send them to you through the pony. Please order in advance to allow sufficient time for the arrival of the materials. The alternative is stopping by the CAST office (Monday-Friday, 8:30-4:30) or at the first staff meeting and selecting your own materials. New materials are ordered yearly, so it is advisable to drop by to preview the new items. Some new items arrive in late, possibly as late as October. Please remember, all materials can be signed out any time during the school year. There are limited quantities of some materials, and when this is the case the CAST secretary will inform you of the number you may sign-out within that series.

#### HOW LONG CAN I HAVE THE MATERIALS FOR?

All materials may be signed out through the CAST secretary for as long as you desire, even for the entire school year. However, if another Learning Coordinator makes a request for a specific material which has been completely signed out, you may be contacted

to return it to the CAST office so that it can be forwarded on to the next Learning Coordinator. As much as possible we will try to meet your timeline needs. All materials are to be returned to the CAST office, boxed and labeled by teacher and school at the end of the school year according to the date given on your timeline. You may bring them yourself or send them through the pony. If there are any problems as we check them back in, the CAST secretary will be in touch with you.

#### WHO'S RESPONSIBLE?

The CAST office maintains a material inventory which identifies all of the parts of the material, quantity, and condition. When a material is signed out in your name, you are completely responsible for it. If the material is lost, damaged, incomplete, or written in when its labeled non-consumable, we expect exact catalogue reimbursement to replace the item(s) or make repairs. Therefore it is wise to pass on this information to your students so they understand the consequences of writing in books or . . . ! We are working with high school students, we should expect this level of responsibility.

Please feel free to use any materials you find useful and appropriate that you already have access to at your schools or elsewhere.



## LEGAL ISSUES

In any community-based program there are serious liability issues to consider. Issues such as health, accidents, private transportation, and placement in hazardous occupations can be dealt with by following the procedures listed below. It is also important for us to recognize that there are several situations in which it is difficult to determine who is liable for the incident. Therefore it is imperative that you report to us immediately if you become aware of any of the following:

1. student injury on site
2. student suspected of damaging site equipment
3. student suspected of theft
4. student inflicts bodily injury to a person on-site

### A. ACCIDENTS

In any community based career education program the potential exists for students to be involved in accidents while participating in site experiences. Therefore in order to participate in site experiences, students must obtain accident insurance.

Phase II, III, and IV (non-paid) students must purchase accident insurance through Project CAST. Since this policy only provides excess coverage we also suggest that students obtain other accident or medical insurance through their parents or schools.

As paid workers, Phase IV students are not covered by our group policy. They therefore must purchase the 24 hour school accident insurance in addition to any medical coverage they may have with their parents or employers.

Insurance money or verification of school insurance must be turned in to the CAST Office such that coverage begins prior to the first site placement. Refer to timelines for exact dates.

**B. MEDICAL/HEALTH INFORMATION**

Certain medical/health information is required prior to beginning any site placement for Phases II, III, and IV. This information is needed to insure appropriate site placement and must be shared with employers to meet their health and safety guidelines. This information may also be needed in case of emergency. The MEDICAL INFORMATION form must be completed and signed by the parent each year prior to the first site placement. Refer to the timeline for due date.

Students returning to school after a short-term physical disability or having other health impairments which may have implications affecting tasks to be performed on-site may be required to bring a written statement with parent or doctor signature stating permission for and any limitations to participation.

C. TRANSPORTATION

Project CAST does not provide insurance coverage for students who transport themselves, ride with other students, or ride in vehicles while on-site.

Parental permission is therefore required in these situations. Contact the CAST Office for the appropriate permission form.

D. HAZARDOUS OCCUPATIONS

The United States Department of Labor has adopted child labor requirements which affect the age of and occupations available to students.

As stated by child labor laws, the basic minimum age for employment in non-hazardous occupations is 16 years of age.

Employment of students 14 and 15 years of age is limited to certain occupations, under certain conditions which do not interfere with their schooling, health, or well-being.

Students employed in any "hazardous" occupation or around hazardous machinery must be at least 18 years old.

Learning Coordinators and Program Coordinators must stay within these requirements in arranging site experiences for CAST students.

**E. OTHER**

While participating on-site students may come into contact with or contract any number of communicable diseases, infections, or parasites (i.e., colds, childhood diseases, lice, etc.). Please make your students aware that this may happen and that accident and medical insurance does not cover these situations. Since exposure to these conditions could occur anywhere, Project CAST assumes no responsibility for paying any medical expenses related to such exposure,

## PHASE PLACEMENT GUIDELINES

### WHICH PHASE?

It is recommended that students progress through all four phases of Project CAST in sequence. Students should remain in each phase for the entire school year and make an effort to participate in all CAST activities provided, except in rare instances where an accelerated program is recommended. Some possible reasons for accelerated placements would be based on the age of the student, their phase performance, or their previous job experience.

For various reasons some students may not be able to take advantage of every site opportunity. Students are not necessarily required to have 100% participation but they should be aware that non-participation could affect their progress to the next phase. Also, when the student completes the minimum number of site placements for a particular phase, this does not necessarily mean that he/she has completed that phase. It is still recommended that the student continue in that phase for the entire school year and take advantage of all on-site and classroom opportunities that are available for the year.

Incoming 9th grade students are usually placed in Phase I and changes in phase placement generally take place at the annual review. New CAST placements or requests for changes in phase placement during the school year should be brought to the attention of the Project CAST Office. The Program Coordinators will consider

each student's situation individually, based on information from the Learning Coordinator, and recommend phase appropriateness.

Whether a change in phase placement is recommended or not it is always the responsibility of the Program Coordinator to arrange the site placement for the student based on input from the student and the Learning Coordinator.

Anytime a phase change is recommended, the change must be recorded on the IEP and initialed by the parent.

#### FACTORS TO CONSIDER WHEN DETERMINING PHASE PLACEMENT

##### WHAT QUESTIONS DO I NEED TO ASK?

ARD/IEP teams including a CAST Learning Coordinator, the parent, and the student should consider the following factors when determining phase entrance, phase movement, or phase placement that does not follow the regular grade level procedure as stated previously. When any unusual circumstances exist, the CAST Program Coordinators should be consulted. Please remember all CAST participants must currently be in a Level IV or Level V (as appropriate) special education placement.

##### QUESTIONING CATEGORIES

- AGE      What is the age and actual grade of the student?
- A. If a student is not yet sixteen he/she may not participate in Phase III or IV due to child labor laws.

- B. If a student is over sixteen but actually in 10th grade and plans on completing school, you may not want to accelerate him/her on to Phase III because the student may become quite bored going through one phase for two years.
- C. Be aware that if a student skips a phase or more there may be some resentment from fellow students who have "earned" their way up through the phases by attendance and performance!

**CAREER  
MATURITY**

Previous experience with work and daily living activities:

- A. Has the student participated in career awareness, exploration, investigation, or on-the-job training activities? If so, what is the student's level in the following areas:
  1. Student's awareness of a variety of occupations (name, function) and how they interrelate. *PHASE I*
  2. Student's understanding of self (behavior, likes/dislikes, strengths/weaknesses, etc.). *PHASE I and II*
  3. Student's understanding of self with relation to occupations for future pursuit (realistic?, informed!, etc.). *PHASE II*
  4. Student's indepth knowledge of an occupation(s) (for example: Student, "The job entails chopping wood, by myself, outdoors, all day long. I know that! I like it! I've done it and know where I can go with it! I want it!") *PHASE III*

5. Student's proficiency in an occupation of his/her choice. *PHASE IV*

- B. What prevocational, education, vocational guidance, and/or vocational evaluations has the student had?
- C. What decision making/problem solving abilities does the student possess?
- More extensively in the upper phases, the student will be involved in making career plans and solving problems which can occur daily on the job. Skills in this area are directly related to the degree of success the student will have in the world of work!

**SCHOOL/  
WORK  
HABITS**

What are the students' strengths and weaknesses in the area of school and work-related habits?

Attention span, level of motivation, organization ability, activity level, adaptability to changes in routine schedules, class attendance, class participation

**SOCIAL  
PERFORM-  
ANCE**

How effectively does the student manage his/her behavior? Keep in mind the degree of self management skills that are required in the work world.

A. Does the student accept authority, limitations, rules, responsibilities, and criticism?

B. What are the students' attitudes about self? Does the student exhibit positive self attitude or does he/she approach new experiences with expectation of failure?



C. How does the student participate in relationships with peers, groups, and adults (power struggles, fear, withdrawal).

**LEVELS  
OF  
TOLER-  
ANCE**

What are the student's physical, mental, and emotional tolerances? To what extent can the student handle physical stress or exertion, extended periods of concentration, environmental stimulation, interactive environments, activity oriented situations, and/or distractions within the environment that may be encountered in occupations.

\*\*\*\*\*

If a student has participated in a previous CAST phase, please consider quality of participation, monitoring and evaluation feedback, site attendance, career education grades, CAST inventory scores, and phase data sheets prior to considering a phase placement change.

Some of the factors described above were from:

Education and Work Series, Preparing Handicapped Students for Work,  
Alternatives for Secondary Programming; Carol M. Johnson; The  
Council for Exceptional Children

Assessment in Career Guidance: Toward Truly Developmental Counseling;  
Donald E. Super; The Personnel and Guidance Journal

PHASE PLACEMENT CONSIDERATIONS: SUMMARY SHEET

<u>FACTORS</u>	<u>RESPONSE</u>
1. Age/Grade	
2. Previous work and daily-living experience	
3. School and work related habits	
4. Social performance	
5. Tolerance Levels	
* 6. If already in CAST: Assessment information, CAST Inventories, Monitoring and Evaluation, Site attendance, Career education grades, Data sheet information	

*This is strictly a tool to use as reference when discussing CAST student placements.*

## PROCEDURES FOR PHASE I

Procedures for Phase I are structured into three time periods: the beginning of the year "setting up", the site placements, and the end of the year tasks.

### I. SETTING UP

#### STEP I:

The first step, which should be done by the end of the first week of school, involves checking the CAST Phase I class list against ARD student files. Each student on your class list should have a career education goal on his/her IEP, Part I, and each student should also be in a Level IV or V placement. If this is not the case an ARD/IEP meeting needs to be arranged through the ARD Chairperson to correct, delete, or add on a career education goal. It is a good idea to run through all 9th grade Level IV students' ARD files to assure that all who have a CAST goal are indeed on your class list.

#### STEP II:

Once your class list is finalized, there are specific forms and information sheets which need to be sent home for parent signature, returned to you, and sent on to the CAST Office to be placed on file. A copy of each form will be sent to you to place in each student's CAST folder. The student Information sheet, Project CAST Release form, Permission to Test form, and a CAST Parent Question and Answer sheet are sent home for signature and information. The student

Information form has emergency personal information. The Release form grants permission to participate in CAST, and the Permission to Test form must be signed prior to testing Phase I students on the SPIB, Woodcock/Johnson, and CCDI-I pre and post tests. (See Forms Section for descriptions)

Collect and record on the Phase I Class Forms Checklist all forms returned by the parents. The checklist provides an easy recordkeeping and management system. Send all signed forms on to the CAST Office according to the Timeline.

The Learning Coordinator should maintain a file folder on each student and file his/her: Data Sheet, test protocols, Career Knowledge and Preference Information Sheet; copies of the Release, Information form, and Permission to Test form, and other items, as appropriate.

### STEP 3:

A 'teacher form pack' is given to each Learning Coordinator at the beginning of the school year. The forms pack includes your class list, Class Forms Checklist, Data Sheets, Field Trip Request and Schedule forms, Field Trip LC Evaluation forms, Guest Speaker Request and Schedule Forms, Guest Speaker LC Evaluation forms, Career Knowledge and Preference Information Sheets, and Student Surveys. (See the Forms Section for descriptions and instructions) Keep these forms in an accessible location to use as you need.

## II. SITE EXPERIENCES

### STEP I:

The Learning Coordinator is responsible to refer to the Phase I Course Outline and Timeline to determine the dates to turn in the Field Trip Request and Schedule forms. A few days prior to having to send in the request form, take time to review the 15 Occupational Clusters (refer to last section of the handbook) with your class and facilitate group decision-making on the types of businesses they want to request.

Refer to the Forms Section of the handbook for instructions on how to use the Field Trip Request and Schedule form. The Program Coordinator at the Project CAST Office is responsible for contacting businesses and setting up the field trips. There are seven field trips per school year and generally three business sites are visited per field trip.

### STEP II:

Upon receiving confirmation of field trip sites, prepare your students (See Curriculum Section) for what they might see, expected bus and on-site behavior, and appropriate grooming and dress, where to meet the CAST bus and at what time the bus departs. The bus driver will stop at any fast food or restaurant on the route, for lunch. Refer to your confirmed schedule to see what time lunch is at and think about where you would like to eat lunch. Remind students the day before the field trip about meeting the bus and

bringing a bag lunch or money to buy lunch. A few days prior to the field trip make sure to give a copy of your field trip schedule to the school office. If you have a large number of students, please have an aide or chaperone join you. Contact the Program Coordinator if there are any difficulties in arranging sufficient field trip teacher coverage.

### STEP III:

On the day of the field trip, round up your students, sign them out of the building, and climb aboard! You should have your clipboard and Field Trip LC Evaluation form right with you to record on. The LC is responsible for promoting student questioning and also functioning as a PR agent in the community. How well your students behave and show interest has direct impact on the Resource Persons' (RP) desire to conduct future field trips for CAST students. The RP can feel as uneasy about conducting a field trip as you feel about entering an unfamiliar environment. Please be helpful, considerate, and at the end of the visit take a few minutes to share what went well, things of particular interest to your students, and any suggestions you may have. Try to stay on schedule and wrap up each site visit on time so that you arrive on time to the next site.

During lunch, absolutely no students are to be on the bus without the teacher and bus driver present. Usually field trip departure occurs during second period and students arrive back at school during the middle of seventh period. All teachers affected by the field trip and the absence of CAST students in their class should receive advance notice from the Learning Coordinator.

#### STEP IV

On the return trip to the school or the next day, discuss student impressions, opinions, new learnings, etc. and then have each student complete a Career Knowledge and Preference Information Sheet. The LC is responsible to turn in the Field Trip LC Evaluation form to the CAST Office according to the date indicated on the Timeline. Throughout the year, the LC updates the student's Data Sheet to reflect the student's participation on field trips.

#### III. END OF THE YEAR TASKS

Learning Coordinators complete Data Sheets and students need to complete the Student Survey forms. Send these forms, along with the CCDI-I pre and post test Student Score Worksheets, the CK&PI Sheets, and all CAST instructional materials through the pony according to the Timeline date indicated. Contact the CAST Office prior to your last work day to confirm the receipt of your materials and forms.

## PROCEDURES FOR PHASE II

Procedures for Phase II are structured into three time periods: the beginning of the year "set up" tasks, site placements, and the end of the year tasks.

### I. SETTING UP

#### STEP I:

A. Check to confirm there is a Release form on file on each of your students and an IEP, Part I goal for CAST.

B. Send home for parent signature:

1. Information/Medical form

Updated personal, medical, and insurance information is requested to be on file in the CAST Office prior to site placement. The Information/Medical form has a check-off for parents to return the form with VIS insurance money.

2. Permission to Test form

Grants permission for you to administer the CCDI-I in the Fall and Spring. If the student did not have the SPIB or Woodcock/Johnson during Phase I, it is then necessary to do this testing in Phase II.

3. All Phase II students must purchase Volunteer Worker's Insurance (VIS) in order to participate



on site experiences. Once the parent submits the accident insurance money, the LC records the payment on the Information/Medical form.

- C. Collect all signed forms and VIS money and send to the CAST Office along with your confirmed Phase II class list according to the Timeline due date.

#### STEP II:

Set up individual CAST student folders, your Class Forms Checklist, and Data Sheets. (See Phase I, Step III) The Learning Coordinator receives a "teacher forms pack" from the CAST Office which includes: a class list, Class Forms Checklist, Data Sheets, Shadowing Request forms, Shadowing LC Evaluation forms, Mileage/Travel forms, Field Trip and Guest Speaker Request and Schedule forms and LC Evaluation forms, Career Knowledge and Preference Information Sheets, and Student Survey forms. By having the forms you need for the school year on hand, it should make the process easier. Please keep track of exact mileage while monitoring shadowing sites and turn this in to the CAST Office at the end of each shadowing experience.

### II. SITE EXPERIENCES

#### STEP I:

The Learning Coordinator is responsible to refer to the Phase II Course Outline and Timeline to determine the dates to send in Shadowing Request and Schedule forms or Field Trip Request and Schedule forms. There are four shadowings and one field trip scheduled during the year.

Guest speaker requests can be made on a monthly basis throughout the year. Several days prior to the due date for the shadowing requests, start meeting individually with students to gather information on their shadowing choices. The shadowing choices should be listed on the request form according to first, second, and third preference. Students often forget job titles, so once they give you some clues, share the many jobs they may be describing. The purpose of shadowing is to explore many jobs, so for each shadowing suggest to the student to try something new. Part of the LC's role is to provide guidance to the student in making informed, realistic choices. Please remember, we all have dreams and some higher level goals to aim for. Our students have that right and should be allowed to experiment in more challenging worker roles. The LC submits the shadowing request to the Phase I/II Program Coordinator at the CAST Office. It is the Program Coordinator's responsibility to set up the shadowing experiences. The purpose and structure of shadowing experiences is explained in more detail in the Curriculum Section.

#### STEP II:

Upon receiving confirmation of shadowing sites, prepare your students as you did in Phase I. In addition, provide your students with constant reassurance, deal with specific student concerns or fears, specific dress requirements, breaks and lunch, or other site specifics you are aware of. Equally important is preparing students to appropriately interact with the Resource Person and other employees. Let your students know what day they go out on, bus pick-

up times, and that you'll be driving behind the bus and will walk each student into their site and check back on them later that day.

The Learning Coordinator is responsible to inform the school office of where each student will be by giving the office personnel a copy of your shadowing schedule form. Please give prior notice to teachers who may expect the CAST student in their class that day. Class coverage may be needed if your shadowing has been scheduled on two days. Shadowings usually run from second to seventh period. Students should know how to sign-in when they arrive back at school and what to do next.

### STEP III:

On the day of the shadowing, sign-out students, get the students on the bus, and the Learning Coordinator drives behind the bus. Carry your shadowing evaluation forms, shadowing confirmation list, and clipboard with you. As you walk the student from the bus into the business, find out from the bus driver the expected pick-up time. The student should be waiting inside the front entrance of the business at the time the bus driver is expected to pick him/her up. Introduce the student and yourself to the Resource Person, quickly see the student settled in, and continue to drop off the rest of the students. Then, return to each site to observe and evaluate the student and to chat with the RP about his/her impressions and what took place on the shadowing. Don't forget to give some feedback to the RP. He/She needs reassurance as well! The CAST Office requests

each Resource Person to complete a shadowing evaluation on his/her student. Upon receiving the RP evaluation at the CAST Office, a copy will be forwarded to you to share with the student.

#### STEP IV:

The next day students should share and discuss their experiences, achievements, disappointments, etc. and complete the Career Knowledge and Preference Information Sheets. The LC is responsible to send in the LC shadowing evaluations according to the Timeline.

### III. END OF THE YEAR TASKS

Learning Coordinators complete Data Sheets and students need to complete the Student Survey forms. Send these forms, along with the CCDI-II pre and post test Student Score Worksheets, the CK&PI Sheets, and ALL CAST instructional materials through the pony according to the Timeline date indicated. Contact the CAST Office prior to your last work day to confirm the receipt of your materials and forms.

\*\*\* Due to the fact that Gwynn students' shadowings last five days, training, on-site expectations, and monitoring will be somewhat different. As the process evolves, an addendum will be placed in the handbook on specific procedures for Phase II at the Gwynn Center.

## PROCEDURES FOR PHASE III

Procedures for Phase III can best be divided into four areas: setting up at the beginning of the year, the site placement cycle, post testing, and end of the year tasks.

### I. SETTING UP

#### A. Parental Permission Form

Parental permission (Release forms) are required for program entrance. Check to confirm one is on file.

A Project CAST Parent Question and Answer packet and letter accompanies the form.

#### B. Information/Medical Form

Updated personal, medical, and insurance information is required to be on file in the CAST Office prior to any Phase III site placement. The Information/Medical form should be completed and signed by a parent each year. Students returning to school after a short-term physical disability or other health impairment which may have implications affecting tasks to be performed on site, may be required to have a doctor's note stating any limitations for participation.

#### C. Accident Insurance for volunteer workers (VIS) must be purchased through Project CAST prior to the first site placement. Premiums must be received by the insurance company by the last day of the month prior

to the site experience. Uninsured students will not be permitted to attend sites. Payments should be recorded on the Information/Medical form.

## II. STUDENT SITE PLACEMENT CYCLE

This cycle consists of ten steps and will be repeated four times: once for each job sampling experience. These ten steps can be divided into pre-site tasks, on-site tasks, and post-site tasks.

### A. PRE-SITE TASKS

#### STEP 1:

The Learning Coordinator will provide instructional activities which will assist students in selecting and prioritizing three possible sites. It is important that each student is extremely familiar with the jobs he/she has selected, the tasks performed in the job, the work requirements and environment, and the abilities and skills necessary to perform in the selected occupations. Therefore, it is the role of the teacher to provide guidance to the student in making informed, realistic choices. The LG will then submit the site request form to the CAST Office. Students should practice job seeking skills by completing job applications for their choices.

STEP 2:

The CAST Office will arrange site placements, fill out the placement forms, get Resource Person signatures, and deliver these forms to the Learning Coordinator.

STEP 3:

The Learning Coordinator will be responsible for obtaining teacher/parent/student signatures, assisting students in completing their own work permits, and returning these forms to the CAST Office as soon as possible.

STEP 4:

The CAST Office will process the signed forms and distribute copies to the Resource Person, teacher, student, and parent. Site transportation confirmation will be sent to the Learning Coordinator.

STEP 5:

The Learning Coordinator will prepare the student for his/her first day at the site (appropriate attire, lunch arrangements, sign-out procedures, transportation arrangements, Resource Person name, job expectations while on-site, etc.)

## B. ON-SITE TASKS

### STEP 6:

- a. Monitor students at their sites using the Teacher Monitoring and Evaluation form provided. A minimum of three monitorings is expected during a regular site experience. Emphasize correct work habits and attitudes. Record attendance, tardiness, performance, etc. Tie-in academics and skill building activities.
- b. Make sure that each student 'signs-out' through the school office every single day that he/she leaves the school to go on-site and is waiting for the bus at least five minutes before the designated time (and waits at least five minutes if the bus doesn't show at the designated time).
- c. If a student is absent they should call and leave you a message before school and also call the Resource Person. You should call the RP after the buses leave to ensure that he/she is notified and to code the absence. AB - absent but student called in. U - unexcused, student did not call.
- d. Talk with employer/Resource Person weekly (maintain contact), let them know that you are there to help and provide the employer/RP with



constructive feedback on his/her effectiveness with the student(s).

e. Observe each student to:

1. Identify enabling skills needed for specific job tasks. (So that you can help develop them in the classroom.)
2. Ensure that the student is learning, not producing. (This is a non-paid experience and students should not be repeating the same tasks 'day-in and day-out' independently.)
3. Help him/her on-site, if appropriate, to acquire new skills.
4. Bring back to the classroom information which will help the student in the career decision-making and work adjustment process.

f. Leave word, in written form, with your school office each and every time you leave your building for Project CAST purposes. Many schools have professional/teacher 'sign-in' and sign-out' sheets for this purpose.

g. Encourage the Resource Person to let you know if he/she is having a problem with the student on-site - and the first intervention should be made by the Resource Person with the student. Continuous and carefully planned monitoring sessions build-in the opportunity for RPs to let you know of difficulties.

Make sure they have your school telephone number and know to call you for student programming needs. Also let them know that it may take a full day for you to return a call . . . . due to your class schedule. Reinforce the statement that for all EMERGENCIES they must call the Project Office.

- h. Share your monitoring observations (good and bad) with the student privately each week and use them in determining grades.

#### STEP 7:

The Learning Coordinator should have RPs complete an evaluation form and collect it from them at the end of each site.

### C. POST-SITE

#### STEP 8:

The Learning Coordinator should meet with students individually to share final Resource Person and Teacher Evaluations with them.

#### STEP 9:

The Learning Coordinator should assist students in evaluating themselves and their sites, completing the Student Self Evaluation form individually. Additional

group post-site activities should be planned to address CAST objectives in the area of Occupational Knowledge.

STEP 10:

The Learning Coordinator should update Data Sheets, organize evaluation forms by student and phase, prepare travel reimbursement forms, and send all this in to the CAST Office.

III. TESTING

Phase III students should receive the SPIB and the Woodcock/Johnson in the Spring. Get parent signatures on Permission to Test forms, then give each student the tests. Allow plenty of time since the Woodcock/Johnson is an individually administered test and will require approximately 40 minutes per student. Record the cluster grade scores from the Woodcock/Johnson in a blank area on the Data Sheet and the total and percent scores for the SPIB in the appropriate space.

IV. END OF YEAR TASKS

Learning Coordinators should have students complete the Student Survey. They should complete all Data Sheets and turn both forms into the CAST Office. LCs should also return any CAST instructional materials through the pony.

## PROCEDURES FOR PHASE IV

Procedures for Phase IV can be divided into three areas: setting up, placement, and end of the year tasks.

### I. SETTING UP

#### A. Parental Permission Form

Check to confirm that a Release form is on file.

#### B. Information/Medical Form

Updated personal, medical, and insurance information is required to be on file in the CAST Office prior to any Phase IV site placement. The Information/Medical form should be completed and signed by a parent each year. Students returning to school after a short-term physical disability or other health impairment which may have implications affecting tasks to be performed on site, may be required to have a doctor's note stating any limitations for participation.

#### C. Accident Insurance

Students without pre-arranged jobs should purchase VIS insurance with the Phase III students. This will cover them as non-paid workers. Once paid positions are found, VIS will no longer provide coverage. The 24 Hour School Insurance must then be purchased even though it seems expensive. This will provide coverage

while students are away from school; the regular school insurance and VIS will not provide the coverage that they need. Also, as paid workers these students will be in a better position to afford this premium. Pay your school representatives and send word to the CAST Office before the job begins.

## II. STUDENT PLACEMENT

This is the same as Phase III for most steps.

### A. PRE-SITE TASKS

#### STEP 1:

Students without jobs can participate in job samplings. Submit separate Phase III and Phase IV requests. Phase IV requests can be submitted throughout the year.

#### STEP 2:

CAST Office will assist students in the job seeking process rather than arrange their sites for them.

#### STEP 3:

The Learning Coordinator will be responsible for obtaining teacher/parent/student signatures, assisting students in completing their own work

permits, and returning these forms to the CAST Office as soon as possible.

STEP 4:

The CAST Office will process the signed forms and distribute copies to the Resource Person, teacher, student, and parent. Site transportation confirmation will be sent to the Learning Coordinator.

STEP 5:

The Learning Coordinator will prepare the student for his/her first day at the site (appropriate attire, lunch arrangements, sign-out procedures, transportation arrangements, Resource Person's name, job expectations while on site, etc.).

B. ON-SITE TASKS

STEP 6:

Monitor bi-monthly as a "minimum".

STEP 7:

Collect Resource Person evaluations quarterly.  
(See Timeline.)

### C. POST-SITE

#### STEP 8:

The Learning Coordinator should meet with students individually to share final Resource Person and teacher evaluations with them.

#### STEP 9:

The Learning Coordinator should assist students in evaluating themselves and their sites, completing the Student Self Evaluation form individually. Additional group post-site activities should be planned to address CAST objectives in the area of Occupational Knowledge.

#### STEP 10:

The LC should update Data Sheets, organize evaluation forms by student and phase, prepare travel reimbursement forms, and send all this in to the CAST Office.

### III. END OF THE YEAR

Complete Student Surveys and Data Sheets. Send them to the CAST Office along with any instructional materials that you may have.

The following information is given  
to Resource Persons on hosting  
field trips and providing shadow-  
ing experiences.



## "HELPFUL HINTS" FOR RESOURCE PERSONS OF PHASE I STUDENTS

The purpose of the Phase I field trip is to show special education students (usually 9th graders) the variety of occupations available in Charles County. The students may participate in up to six (6) field trips each year. Each field trip consists of approximately three (3) site visitations. Students need a general description of the occupations available at your establishment (see enclosed list of topics). At least one (1) teacher will accompany each group of students to your site.

So that each field trip is successful for both the student and the community resource person (RP), several teachers and I have compiled a list of "helpful hints" for presentations. They are as follows:

1. Introduce yourself to the teacher and students (name, title, short job description) so that a friendly rapport is established immediately.
2. Students are handicapped, please try to use a simple vocabulary.
3. Students may need information to be presented several times to make a point clear. It is alright if all of the students do not understand everything you say.
4. Students usually prefer demonstration and participation as they are better understood than lectures.
5. Students may also have a short attention span during periods of little movement and long lectures. Please try to limit lectures!
6. Students have a tendency to be very "honest" in their responses. Please don't get offended or take their comments personally!
7. Students may have a difficult time stating their questions, please be patient.

I hope that these suggestions are helpful in your upcoming presentation. If you have any questions, please feel free to contact the Project CAST Office.

## POSSIBLE FIELD TRIP AND GUEST SPEAKER TOPICS

1. Occupations available on-site
2. General hours of work
3. Major worker responsibilities
4. Training required (what kind, how long does it take)
5. Special requirements, such as licenses, certifications
6. Special type of clothing required to work at site.
7. Special safety equipment required
8. Transportation requirements
9. Beginning pay for workers
10. Positive aspects of occupation
11. Special holidays off
12. Fringe benefits
13. Negative aspects of occupation
14. Possible hazards of job
15. Opportunities for advancement
16. Future forecast for job (in Charles County)
17. Other opportunities in the U. S. for these types of skills/jobs

## INFORMATION FOR RESOURCE PERSONS OF PHASE II STUDENTS

The purpose of this Phase II shadowing experience is to show special education students (usually 10th graders) general information about a specific occupation. Shadowing for Project CAST means to work with a particular individual who has an occupation that a student possibly is interested in pursuing as his/her career. The student would spend one day (approximately 10:00 a.m. - 1:00 p.m.) observing, taking notes, asking questions, and participating when possible/reasonable with the person he/she shadows. Students are brought to an agreed upon resource person (community participant) in the morning by the teacher. The teacher will take all students to their RPs (resource persons) and will then rotate to the different sites throughout the day. If any problem arises (while shadowing), please feel free to communicate the problem with the teacher when he/she is at your site. If a more immediate problem arises, please contact the Project Office at 375-8171. Students need to be with a resource person throughout their day. Students are responsible for bringing their own lunches or money to purchase their lunch. Please do not feel obligated to provide lunch. Teachers will be back with the bus at the end of the day to pick up their students.

Some additional information about our students:

1. Please treat our students as potential employees.
2. Please feel free to use the enclosed field trip/shadowing topics to help your student(s) to become aware of the various components of your job.
3. Please be aware that teachers or Project CAST staff may stop by to take a picture/video-tape of their student(s).
4. Please tell students where classroom subjects 'tie-into' job related skills.
5. Please try to use a simple vocabulary.
6. You may be asked questions which are not appropriate (for example, How much money do you make?). Please let the student know that they should not ask this type of question.
7. Please be aware that some of our students give very honest answers, so you may want to avoid delicate (controversial) subjects/questions.
8. Please remember that the Phase II student is just beginning to explore specific jobs and may not understand everything you do.
9. Students usually like to feel useful, if it is possible, please allow them to sample experiences.
10. Students usually prefer demonstrations to verbal explanations.

We hope your upcoming participation with student shadowing will be a great success. If you have any questions or concerns, please feel free to contact the Project CAST Office.

Possible information to be given to students during a field trip or shadowing experience or possible information students might want to request during a field trip or shadowing experience.

Actual job title or titles at job site

General hours of workers

Major responsibilities of job or jobs

Training required (what kind and how long does it take)

Any special requirements such as licenses, certifications

Any special type of clothing required to work at job site

Any special safety equipment required

Any transportation requirements

Beginning pay for workers

Positive aspects of job

Any special holidays off

General benefits of job (such as insurance, etc.)

Negative aspects of job

Any possible hazards of job

Any opportunities to move-up at the job site

Future forecast for these jobs

Any probability of working in this immediate community

Other opportunities in the U. S. for these types of skills/jobs

## ~~ASSESSMENT~~

### A. PURPOSE

1. To provide test data to measure student growth.
2. To provide test data to measure program impact.
3. To provide information which can be utilized for student programming.

### B. INSTRUMENTS

1. CAST Career Development Inventories (Phases I-IV)
  - a. CCDI-I (to be field tested SY 83/84)
  - b. CCDI-II (to be field tested SY 83/84)
  - c. CCDI-III (currently being developed)
  - d. CCDI-IV (currently being developed)
2. Social and Prevocational Information Battery
  - a. Hygiene and Grooming
  - b. Functional Signs
  - c. Job Related Behavior
  - d. Home Management
  - e. Health Care
  - f. Job Search Skills
  - g. Budgeting
  - h. Banking
  - i. Purchasing Habits

3. Psycho-Educational Testing - Woodcock-Johnson Psycho-Educational Test Battery, Part II

- a. sub-test 13: Letter-Word Identification
- b. sub-test 14: Word Attack
- c. sub-test 15: Passage Comprehension
- d. sub-test 16: Calculation
- e. sub-test 17: Applied Problems
- f. sub-test 18: Dictation
- g. sub-test 19: Proofing

4. Career Interest Inventories

- a. JOB-O
- b. Self-Directed Search
- c. Others may be available in school career centers

C. TESTING DATES

TIME	PHASE I	PHASE II	PHASE III	PHASE IV
September / October	SPIB Woodcock/ Johnson CCDI-I (pre-test only SY 83/84)	? CCDI-II (pre-test only, SY 83/84)		
throughout the year as appropriate	Interest Inventories Voc. Eval: TAP	Interest Inventories Voc. Eval: Regular Battery (recommended)	Interest Inventories Voc. Eval. (Optional)	
March	CCDI-I (SY 84) Assessment for IEP	CCDI-II (SY 84) ? Assessment for IEP	SPIB Woodcock/ Johnson CCDI-III (SY 85) ? Assessment for IEP	CCDI-IV (SY 85) ?

#### **D. REQUIREMENTS**

Written parental consent must be obtained prior to assessment for the SPIB and the Woodcock/Johnson. (Use special education form titled "Parental Consent for Educational Assessment, which you can get from the CAST Office). Parental consent is not necessary for informal tests.

#### **E. OTHER ASSESSMENT REQUIREMENTS**

Pre and post assessment with regards to:

1. IEP goals
2. IEP short-term objectives

#### **F. VOCATIONAL ASSESSMENT**

It is suggested that students be referred for vocational evaluation at the Vocational-Technical Center. Information derived from this evaluation can be valuable in student program planning. Ninth graders can step through the TAP and tenth graders through the regular evaluation. Vocational evaluation is optional in 11th and 12th grade.

#### **G. REPORTING ASSESSMENT INFORMATION**

Scores and dates of all assessments should be added to the student DATA SHEET and the DATA SHEET should be sent in to the CAST Office at the end of the school year. Record individual grade scores in Reading, Math, and Written Language from the Woodcock/Johnson

and a total percent score for the SPIB. Learning Coordinators should request that an additional copy of the vocational evaluation report be forwarded directly to the CAST Office from the Voc-Eval Unit.

For information, materials, or assistance contact the Project CAST Office.



## CURRICULUM

### I. INDIVIDUAL EDUCATION PROGRAM

The CAST program offers curriculum goals and objectives in three critical areas:

- A. Independent Living Skills (such as: banking, housing, health)
- B. Basic Academic Skills (such as: performing mathematical calculations, writing correspondence)
- C. Career Development (such as: self-awareness, occupational knowledge, and job acquisition- maintenance-termination skills)

IEP goals and short-term objectives formulate the individualized "curriculum" for each student and are based upon these three critical areas according to each student's unique educational needs. For Phases III and IV where time is spent on job sites, learning objectives should incorporate site and school-based desired learning outcomes.

The Project CAST Objective Guides (Career Development, Health/ Science, Language Arts, Math, and Social Studies) along with other Charles County curriculum guides, Project BASIC objectives, and the Special Education Social Studies and Science curriculum become a resource bank of information useful in IEP development and implementation.

## II. GENERAL TEACHING STRATEGIES

In order to present unified instruction and create an atmosphere which enhances optimal student learning, it is necessary to utilize a variety of teaching strategies in a carefully planned sequence.

One-shot learning experiences (e.g., a field trip to Safeway) without preceding and follow-up activities may have little impact on a student's knowledge of the occupations that exist.

Teaching students to recognize functional signs (from a ditto page in the classroom) may become real (generalized into a natural life environment) by having students identify road signs while enroute to a site.

As with any content area, Special Education students need "hands on" experiences as much as possible with learning occurring in small steps from the concrete to the abstract on a repetitive basis. Awareness of the student's learning modes and a good handle on task analysis definately can promote a successful learning environment for the student.

## III. CAREER DEVELOPMENT TEACHING STRATEGIES

Career development instructional activities can occur any time during the school day however, several learning coordinator teams have found it beneficial to have a separate career education period to ensure curriculum coverage.

**PHASE I:** utilizes field trips, guest speakers, simulation activities, role play, discussions, games, and multi-media activities as tools to develop skills and gain information.

**PHASE II:** utilizes shadowings, guest speakers, field trips, Project Discovery kits, and the other techniques outlined above.

**PHASE III:** utilizes job sampling experiences, occasional field trips and guest speakers, site assignments and projects, student contracts, etc.

**PHASE IV:** utilizes on-the-job training/work study, student seminars, site assignments, projects, and individual student contracts.

#### **IV. USING THE COMMUNITY COMPONENTS EFFECTIVELY**

##### **A. FIELD TRIPS**

There are generally seven field trips scheduled per school year and three business sites seen per field trip. Field trips offer students a way to see the inside "works" of a given business in a more non-threatening group situation. After exploring various occupational clusters in the classroom, the class votes on types of businesses they would like to visit which are representative of occupational clusters currently being studied. Once the group makes field trip choices, specific preparation begins. All the preparation and follow-up activities can give students training in dependability (attendance), responsibility, appropriate behavior while on the bus

and at the business, and of course, further occupational knowledge. A couple of days prior to the field trip, students as a group or individually should brainstorm curiosity and work related questions to ask each of the site hosts. It is suggested that this is done prior to the outing because often while on the field trip students are nervous or too busy absorbing what's going on. Of course impromptu questioning is fantastic and should be promoted. While at the site students will have an opportunity to see a business in operation, meet a few employees, see the work environment, various jobs housed there which make the business operational, and the kinds of services and/or products that business provides to the community. After returning from a field trip or the next day, a group discussion should be held while observations are fresh in the mind. This discussion addresses individual impressions, feelings, likes, dislikes, and any new awareness that occurred as a result of the trip. Students then record personal feelings on the CAREER KNOWLEDGE AND PREFERENCE INFORMATION SHEETS.

It is essential to realize that these first encounters with the business community often ease the way for the student who will be expected to meet the employer one-to-one in Phase II. It has been our experience that Phase II students who shy away from shadowing experiences, or are extremely indecisive in making a shadowing request, or terrified of going to the site, are most often those who did not fully attend all the field trips. Please take time to share the importance of active participation to your students.

As you can see, field trips set a foundation from which the student can obtain information first hand, begin to question and sort out preferences, and assist in promoting a greater degree of comfort in being out in a work environment.

#### B. SHADOWING EXPERIENCES

There are generally five shadowings scheduled during the school year. Students usually leave at the end of second period and return by seventh period.

Shadowings offer students a way to experience a more "intimate" introduction to a day at work. After a student has explored and matched jobs of interest to his/her own abilities, needs, and preferences, he/she makes a request and usually is placed at the first choice. The student is paired with an employee, to "shadow" - follow his/her routine. The student observes, asks questions and, when possible tries-out various tasks of the job being shadowed. Information sharing about major responsibilities, training required, licensing and certification, any job hazards, career opportunities, negative and positive aspects of the job should occur between the employee and student during the course of the day. This one-to-one student/employee relationship seems to be the most beneficial way to learn about a specific job. Students may often be extremely nervous about the "first time out". If you can give as much personal attention to their individual fears and promote the fact that you know they can do it on a consistent basis, this may curb sudden

absenteeism on the first site experience. From our experience, once a student goes out on one or two site experiences, the initial fear dissipates and shadowings are highly anticipated. Students need guidance in preparing for the shadowing including constant reassurance, guidelines for dressing, lunch arrangements, the name of the Resource Person, bus numbers and where they will be picked up, and what to expect while at the site. The more information they have, the less anxious they'll be. Students also need to know where the teacher will be and that they can count on seeing them while at the job. (Think about your first day of work and this is what the student goes through each time he/she goes out to shadow a job!)

Again, pre and post site activities, and group discussions on their experiences assist the student in assimilating impressions and opinions. The number of shadowing experiences attended by a student can greatly affect how wisely the student uses his/her time in Phase III. Since there are only four job sampling experiences in Phase III, it is extremely beneficial if a student has ruled out those jobs which do not meet any personal needs, abilities, and preferences. Please impress this upon your Phase II students.

#### C. GUEST SPEAKERS - PHASE I AND II

Upon request, guest speakers will come to your class and do a group presentation. The advantage of the guest speaking situation is that it occurs on "home ground", in a familiar environment, so students may feel more comfortable and relaxed. This can facilitate

more questioning and absorption of information. Phase I guest speakers are asked to address their business in general and the many types of jobs located there, versus Phase II guest speakers who address their job specifically. Generally guest speaker requests can be made on a monthly basis throughout the school year.

D. JOB SAMPLINGS

Four job samplings are scheduled during Phase III of Project CAST. Each site experience is planned to last 14-15 days, with students leaving school after second period and returning during seventh period. The key to a successful site placement rests upon how well that experience is structured and tied-in with classroom learning.

Pre-site preparations are essential and include researching and comparing a variety of career ideas, choosing an appropriate placement, practicing the application process, and preparing the student for the first day on the job. The more information the student has about the job, the site, and the schedule the more confident he/she will be about going out.

On-site structure is provided by teacher monitoring. The Learning Coordinator works with the employer and the student to help students take advantage of the sites' instructional activities. In addition the Learning Coordinator constantly monitors the student's performance and work behaviors and records this on the site information and attendance sections of the TEACHER MONITORING AND EVALUATION form. Academic or skill-building assignments that relate to the site

or that are needed to succeed at the job are, also targeted for each student and an overall summary of the student's performance is given.

Post-site activities allow the teacher to share Resource Person and Teacher Evaluations with the student and require the student to step through a structured Self and Site Evaluation. The Learning Coordinator assists the student in answering questions specific to the site itself, the occupation chosen, his/her own career plans, and his/her own job performance.

Learning Coordinators should plan to spend a few minutes each week in an individual planning or evaluation meeting with the student. Students should be encouraged to accept responsibility for their own career plans, job choice, attendance, behavior, grades, etc. Students should also be given the opportunity to share their experiences, teach each other, and solve site related problems together.

#### E. ON-THE-JOB TRAINING/WORK STUDY

As seniors, CAST students are given the opportunity to implement the job seeking skills that they learned in Phases I-III. Phase IV students are expected to continue with the job sampling cycle while they actively search for a paid position. Although the student is assisted as much as possible by the Program Coordinator and his/her Learning Coordinator, the ultimate responsibility for finding and keeping a job rests with the student.



Phase IV students work 4-5 days a week for the entire school year. One day per week is usually scheduled as an in-house time where teachers can meet individually with students and students can come together to share experiences and discuss problems.

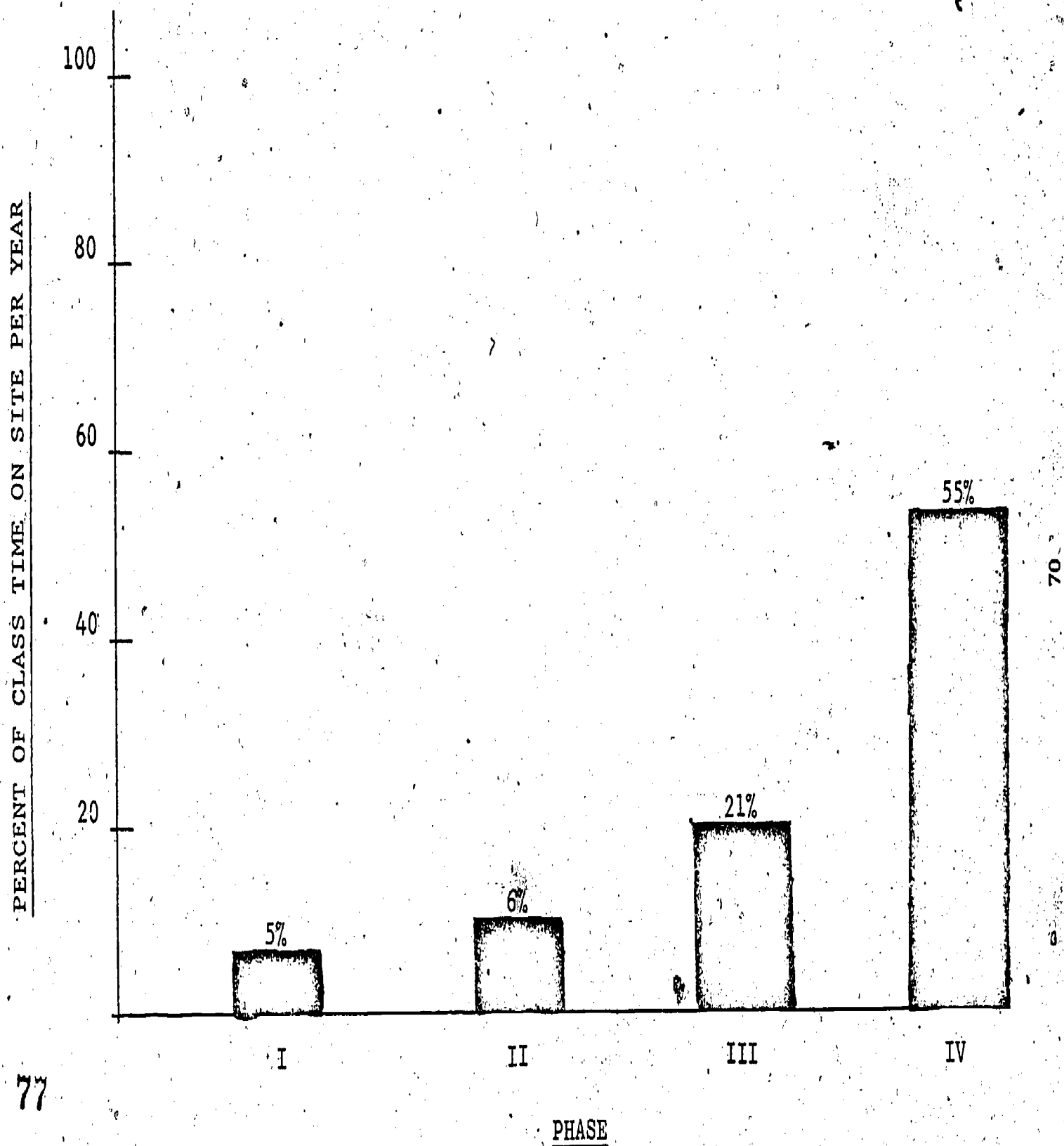
Since the community component now takes up the majority of the student's time, Learning Coordinators should plan the student's in-school time so that he/she sets and accomplishes academic, career, and life oriented goals. The student should be forging a career plan and obtaining the necessary skills, training, and resources to allow him/her to continue independently after graduation. Such things as saving money for school activities, driver's license, transportation and insurance, as well as budgeting, paycheck and tax responsibilities, etc. need to be addressed and followed-up on during the year. Academic skills must also continue to be reinforced with an emphasis on functional and survival reading and math.

Teacher monitoring is done monthly. Resource Person and Teacher Evaluations are shared with the student every grading period, prior to student's stepping through the self-evaluation process. This process should include information specific to the site, the occupation chosen, the student's career plan, and his/her job performance. Life goals should be discussed and updated at this time as well.

PHASES IV COMPONENT BREAKDOWN

PHASE I CAREER AWARENESS	PHASE II CAREER EXPLORATION	PHASE III CAREER INVESTIGATION	PHASE IV ON-THE-JOB TRAINING/WORK STUDY
<p>Student identification of career related abilities, capabilities, needs, interests, and habits.</p> <p>Student awareness of a variety of occupations.</p> <p>Student demonstration of school/work attitudes, habits, and behaviors needed in the world of work.</p> <p>FOCUS POINT: Assessment of "ME"</p>	<ul style="list-style-type: none"> <li>Student identification of occupations or occupational groups which can meet personal needs, preferences, and capabilities.</li> <li>Student awareness of the contribution and requirements of specific occupations.</li> <li>Student development of job acquisition skills.</li> </ul> <p>FOCUS POINT: Matching "Self" to jobs</p>	<ul style="list-style-type: none"> <li>Student selection of an occupation(s) which meets personal priority concerns.</li> <li>Student identification of specific job characteristics.</li> <li>Student development of job acquisition and maintenance skills.</li> </ul> <p>FOCUS POINT: Selection of jobs of serious interest</p>	<ul style="list-style-type: none"> <li>Student development of a long range career plan.</li> <li>Student demonstration of the tasks, benefits, and career opportunities specific to a job.</li> <li>Student development of job acquisition, maintenance, and termination skills.</li> </ul> <p>FOCUS POINT: Proficiency on the job and establishing a career plan to enact after graduation</p>
<p>Field Trips</p> <p>Guest Speakers</p> <p>Class-to-Site Correspondance</p> <hr/> <p>TAP</p>	<ul style="list-style-type: none"> <li>Shadowings</li> <li>Field Trips</li> <li>Guest Speakers</li> <li>Class-to-Site Correspondance</li> <li>Project Discovery</li> </ul> <hr/> <p>Vocational-Evaluation Battery</p>	<ul style="list-style-type: none"> <li>Job Sampling Experiences</li> <li>Project Discovery</li> </ul> <hr/> <p>** Occasional participation in field trips and guest speaker events</p>	<ul style="list-style-type: none"> <li>On-The-Job Training/Paid Experience</li> </ul> <hr/> <p>Group Seminars</p>

PERCENT OF ANNUAL CLASS TIME SPENT IN COMMUNITY PER PHASE



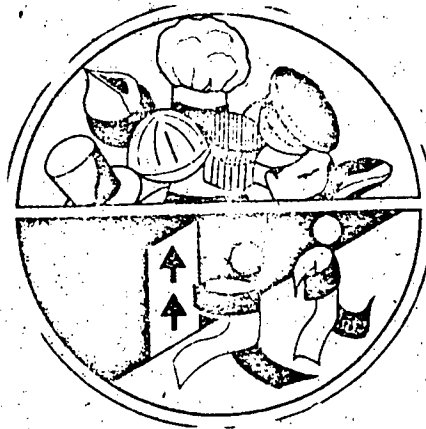
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## PROJECT CAST

### PHASE I: CAREER AWARENESS

#### COURSE OUTLINE



SY 83/84

## PHASE I CAREER AWARENESS

The Phase I Career Awareness course is available to all high school special education Level IV and Level V (as appropriate) students who are enrolled in the Project CAST program. Participants receive elective course credit upon completion.

The course is intended to provide students with information and experiences which facilitate:

- . the identification of career related abilities, capabilities, needs, interests, and habits
- . an awareness of a variety of occupations
- . the development of job acquisition and maintenance skills

The course includes in-classroom study, as well as field trips and guest speaker presentations.

The course topics blend objectives from three areas - self-awareness, occupational knowledge, and job acquisition, maintenance, and termination. The following course topics will be addressed:

- . You and Work
- . Learning About Occupations
- . Role of the Worker
- . Understanding Yourself
- . Understanding Work Preferences
- . Getting Ready to Work
- . Planning for Career Exploration

\*\* Project CAST is located at the F. B. Gwynn Educational Center, Lackey High School, La Plata High School, McDonough High School, and Thomas Stone High School

## COURSE OUTLINE

**\*\* Please refer to the Project CAST Material Resource Listing to locate additional materials to teach these objectives.**

		ENTERING THE WORLD OF WORK 1983 EDITION	9 WEEKS	TIME
<b>I. ORIENTATION</b>			first	2 days
	A. Identify what career education is			
	B. Disseminate student forms to go home			
	C. Describe how Project CAST operates (all four phases)			
	D. Describe teacher expectations and Project CAST expectations (grades, participation on field trips, attendance, behavior)			
	E. Identify specific rules and any responsibilities (bus behavior, lunch, etc.)			
	F. Introduce text and course outline			
	G. Question and answer session			
<b>II. UNIT 1: YOU AND WORK</b>			first	2 weeks
SA 6	A. The student will identify personal needs and desires which influence career choice.	Chapter 9		
OK 1	B. The student will describe the value of work to our society.	Chapter 1		
OK 2	C. The student will identify and describe reasons why people work.	Chapter 1		

		ENTERING THE WORLD OF WORK 1983 EDITION	9 WEEKS	TIME
III.	UNIT 2: LEARNING ABOUT OCCUPATIONS		first & beginning part of second	5 weeks
OK 7	A. The student will identify the 15 occupational clusters by the type of services each provides.			
OK 8	B. The student will identify types of businesses and job titles that represent each occupational cluster.			
OK 3	C. The student will compare job types prevalent in the community and those jobs which can not be found in our community.			
IV.	UNIT 3: THE ROLE OF THE WORKER		second	8 weeks
OK 4	A. The student will describe worker roles, tasks, and environments in various occupations.			
OK 5	B. The student will identify abilities which are essential to successful performance in specified occupations.			
AMT 6	C. The student will identify general characteristics that employers seek in a job applicant.			
OK 6	D. The student will describe the importance of several occupations (worker's roles) with regard to an organiza- tion's operation.			

		ENTERING THE WORLD OF WORK 1983 EDITION	9 WEEKS	TIME
V. UNIT 4: UNDERSTANDING YOURSELF			third	8 weeks
SA 4	A. The student will identify personal strengths, weaknesses, interests, and capabilities.	Chapter 9		
SA 2	B. The student will identify personal habits which relate to responsibility.	Chapter 9		
JAMT 1	C. The student will describe the effects of personal habits, behaviors, and attitudes on self and others.	Chapter 7		
JAMT 2	D. The student will identify appropriate and inappropriate behaviors related to the school setting.			
JAMT 3	E. The student will demonstrate acceptable work habits, behaviors, and attitudes in the school setting. Examples:			
	1. punctuality			
	2. attendance			
	3. positive response to directions and instructions			
	4. relating to peers and authority			
	5. demonstrating pride in accomplishments			
JAMT 4	F. The student will demonstrate willingness to accept responsibility for his/her actions.			
JAMT 5	G. The student will demonstrate the ability to plan work, to carry out a plan, and to evaluate its effectiveness.			



		ENTERING THE WORLD OF WORK 1983 EDITION	9 WEEKS	TIME
VI. UNIT 5: UNDERSTANDING WORK PREFERENCES			fourth	4 weeks
SA 3	A. The student will identify career related interests.	Chapter 9		
SA 1	B. The student will describe the physical conditions in which he/she prefers to work.	Chapter 9		
SA 5	C. The student will list his/her career-related abilities and skills.	Chapter 9		
VII. UNIT 6: GETTING READY TO WORK			fourth	8 weeks
JAMT 10	A. The student will identify job seeking sources.	Chapter 2		
JAMT 7	B. The student will complete a personal data sheet.			
JAMT 8	C. The student will interview a school, community, or family member to gain information concerning a selected topic, such as: their job.			
JAMT 9	D. The student will respond to questions posed in an interview situation.			
VIII. REVIEW OF THE YEAR			fourth	1-2 weeks
	A. Student will participate in activities or projects which assist the student in assimilating the instruction and experiences he/she has had throughout the course.			

ENTERING THE WORLD  
OF WORK  
1983 EDITION

9 WEEKS

TIME

IX. PLANNING FOR CAREER EXPLORATION

- A. The student will receive information on Phase II and have a Phase II student speaker to address concerns and expectations.
- B. The student will make a tentative outline of job choices for shadowings, including preferred work environments and reasons for his/her job preferences.

fourth

1-2  
days

X. SUMMER EMPLOYMENT AND LEISURE

- A. The student will explore strategies to locate or create summer volunteer and paid jobs.
- B. The student will explore summer leisure activities and ways to access these.

fourth

1 week

XI. END OF THE YEAR WRAP-UP

- A. Students will complete Student Surveys and Career Knowledge and Preference Information Sheets.
- B. The student will discuss, in a group seminar, format, feelings, future plans or goals, new learning, etc. that has occurred as a result of participation in the course.

fourth

1-3  
days

PHASE I - Entering the World of Work - Chapter's Used: 1, 2, 7, 9, 16

COURSE TIMELINE FOR PHASE I CAREER AWARENESS

MONTH/DATE	STUDENT	TEACHER
SEPTEMBER 1-6 SEPTEMBER 7-13	Student orientation to CAST SPIB testing and Woodcock/Johnson testing (W/J testing throughout September)	* Start CAST folders; Check ARD folders for IEP, Part 1 Project CAST goal; Confirm CAST class lists; Send home student packets (Information forms, Release forms, Permission to Test forms); Start Data Sheets
SEPTEMBER 14-16 SEPTEMBER 19-23	UNIT 1: YOU AND WORK - Class selects field trip sites # 1	* Send in to CAST Office the above forms, your confirmed class list, and Field Trip Request # 1
SEPTEMBER 26-30 OCTOBER 3-7	UNIT 2: LEARNING ABOUT OCCUPATIONS	* October 5, 8:30 a.m. - 2:45 p.m. - Learning Coordinator Staff Meeting at Pomonkey Annex
OCTOBER 10-14	Prepare for field trip/Field Trip Experience # 1 - Students complete Career Knowledge and Preference Information Sheet on Field Trip # 1	* Complete Field Trip # 1 Learning Coordinator Evaluation form and send to CAST Office the week of October 17th * File the Career Knowledge and Preference Information Sheets in each student's CAST folder
OCTOBER 17-21	CCDI-I Pre-testing - Class selects field trip sites # 2	* Conduct testing mid-week; Score and record on Data Sheets; file tests in each student's CAST folder * Send in to CAST Office the Field Trip Requests # 2
OCTOBER 24-28 NOVEMBER 1-3	Prepare for Field Trip Experience # 2	* Conduct site research; go over bus behavior, where to meet bus, lunch, etc.
NOVEMBER 7-11	Field Trip Experience # 2 - Students complete Career Knowledge and Preference Information Sheet on Field Trip # 2	* Refer to your timeline for exact date of trip. You ride the bus with your students. * Complete the LC Field Trip Evaluation form and send to CAST Office the week of November 14th. * File the CK&PI Sheet in each student's CAST folder.

COURSE TIMELINE FOR PHASE 1 CAREER AWARENESS

MONTH/DATE	STUDENT	TEACHER
NOVEMBER 14-18	Class selects field trip sites # 3 UNIT 3: THE ROLE OF THE WORKER	* Send to CAST Office the Field Trip Request # 3
NOVEMBER 21-23		
NOVEMBER 28-30		
DECEMBER 1-2		
DECEMBER 5-9	UNIT 3: THE ROLE OF THE WORKER (continues)	
DECEMBER 12-16		
DECEMBER 19-21		
JANUARY 3-6	UNIT 4: UNDERSTANDING YOURSELF	
JANUARY 9-13	Prepare for field trip - Field Trip Experience #13 - Students complete CK&PI Sheet on field trip # 3	* January 11, 8:30 a.m. - 2:45 p.m. - Learning Coordinator Staff Meeting at Pomonkey Annex * LC complete Field Trip Evaluation form # 3 and send to CAST Office the week of January 16th. * File the CK&PI Sheets in each student's folder.
JANUARY 16-20	Class selects field trip sites # 4	* Send to CAST Office Field Trip Request # 4
JANUARY 23-27		
JANUARY 30-31		
FEBRUARY 1-3	UNIT 4: UNDERSTANDING YOURSELF (continues)	
FEBRUARY 6-10	Prepare for field trip/Field Trip # 4 - Students complete CK&PI Sheet on field trip # 4	* Field Trip # 4 - Complete LC Field Trip Evaluation form # 4 and send to CAST Office the week of the 13th * File CK&PI Sheets in each student's CAST folder
FEBRUARY 13-17	Class selects field trip sites # 5	* Send to CAST Office Field Trip Request # 5

COURSE TIMELINE FOR PHASE I CAREER AWARENESS

MONTH/DATE	STUDENT	TEACHER
FEBRUARY 21-24	UNIT 5: UNDERSTANDING WORK PREFERENCES	
FEBRUARY 27-29		
MARCH 1-2		
MARCH 5-9		<ul style="list-style-type: none"> <li>* Field Trip # 5 - Complete LC Field Trip Evaluation form # 5 and send to CAST Office the week of March 12th</li> <li>* File CK&amp;PI Sheets in each student's CAST folder</li> </ul>
MARCH 12-16		<ul style="list-style-type: none"> <li>* Send to CAST Office Field Trip Request # 6</li> <li>* Complete CCDI-I scoring, record scores on student's Data Sheet, and file Data Sheet in each student's CAST folder</li> </ul>
MARCH 19-23		
MARCH 27-30	UNIT 6: GETTING READY TO WORK	
APRIL 2-6		<ul style="list-style-type: none"> <li>* April 4, 8:30 a.m. - 2:45 p.m. - Learning Coordinator Staff Meeting at Pomonkey Annex</li> </ul>
APRIL 9-13		<ul style="list-style-type: none"> <li>* Field Trip # 6 - Complete LC Field Trip # 6 Evaluation form and send to CAST Office the week of April 16th</li> </ul>
APRIL 16-19	Class selects field trip # 7 sites	<ul style="list-style-type: none"> <li>* Send to CAST Office Field Trip Request # 7</li> </ul>
APRIL 24/27-30		
MAY 1-4		<ul style="list-style-type: none"> <li>* CAST Awards Ceremony sometime in May.</li> </ul>
MAY 7-11		
MAY 14-18		<ul style="list-style-type: none"> <li>* Field Trip # 7 - Complete LC Field Trip # 7 Evaluation form and send to CAST Office the week of May 21st</li> <li>* File CK&amp;PI Sheet in each student's CAST folder</li> </ul>

COURSE TIMELINE FOR PHASE I CAREER AWARENESS

MONTH/DATE	STUDENT	TEACHER
MAY 21-25	Review of the Year	* Review key points
MAY 29-31	Students complete CAST Student Survey form - Student speakers from Phase II and Question/Answer sessions	* Arrange with Phase II Learning Coordinator to have students speak about Phase II to your Phase I group
JUNE 1 - 4-8	Planning for Phase II	* Learning Coordinator send to CAST Office: <u>ALL</u> CCDI-I pre and post test Student Score Worksheets; <u>ALL</u> CK&PI Sheets; <u>ALL</u> Data Sheets; <u>ALL</u> Student Survey forms; <u>ALL</u> CAST instructional materials
JUNE 11-13	Seminar: Summer Leisure and Paid/Non Paid Employment	*** Learning Coordinator call Program Coordinator for ARD phase placement decisions on each Phase I student for School Year 84/85 and to check out with CAST Office that we have received <u>ALL</u> items from you

## PROJECT CAST

### PHASE II: CAREER EXPLORATION

#### COURSE OUTLINE





## PHASE II CAREER EXPLORATION

The Phase II course is available to all high school special education Level IV and Level V (as appropriate) students who are enrolled in the Project CAST program. Students receive elective credit upon completion of the course. Participants are generally 10th graders or 15-16 years in age. Due to the nature of the course objectives being developmental and sequential, each course becomes prerequisite for the subsequent course. Therefore, it is recommended that students move to Phase II after having some experiences in the Phase I Career Awareness course. Given that we are dealing with special education students, flexibility is necessary in order to meet the needs of each student. Please contact the CAST Office when a student is being considered for Phase II without previous Phase I experiences.

The course is intended to provide students with information and experiences which facilitate:

- comparing occupations or occupational groups in terms of individual needs, preferences, and capabilities
- understanding the various contributions and requirements of specific occupations
- the development of job acquisition, maintenance, and termination skills

The course includes in-classroom study, as well as shadowings, guest speakers, and occasional field trips. The course topics blend objectives from three areas - self awareness, occupational knowledge, and job acquisition, maintenance, and termination skills.

The course objectives are sometimes addressed as individual units or are set up as a cycle. Each cycle encompasses a shadowing experience, pre-site research objectives, and post-site follow up objectives. The cycle objectives are studied in direct relation to



the three shadowing choices an individual requests. Therefore, during pre-site research, most students will be doing individual research activities designed by the teacher. During site follow up activities, group discussions and sharing individual projects should take place.

The following course topics will be addressed:

- . Orientation to CAST Phase II
- . Phase I Review
- . Social Security Forms
- . First Days on the Job
- . Process for Job Seeking
- . Resources for Job Seeking
- . Purpose of Job Interviews
- . Attire for Job Interviews
- . Planning for Phase .III
- . Summer Paid/Non-Paid Employment and Leisure
- . + 5 Activity Cycles

\*\* Project CAST is located at the F. B. Gwynn Educational Center and Lackey, La Plata, McDonough, and Thomas Stone High Schools.

## COURSE OUTLINE

**\*\* Please refer to the Project CAST Material Resource Listing to locate additional materials.**

	ENTERING THE WORLD OF WORK 1983 EDITION	9 WEEKS	TIME
I. ORIENTATION		first	1-2 days
A. Identify what career exploration is			
B. Disseminate student forms to go home			
C. Describe Phase II -- how it operates			
D. Address common fears when going out to the community and reassure the students			
E. Describe teacher expectations and Project CAST expectations (grades, attendance, behavior)			
F. Identify specific rules and responsibilities (bus behavior, lunch, and on site rules)			
G. Reintroduce text and introduce course outline			
H. Question and Answer session			
II. REVIEW PHASE I/SOCIAL SECURITY FORMS		first	1 week
A. Review major components of Phase I, the 15 occupational clusters, personal interests, abilities, etc.			

		ENTERING THE WORLD OF WORK 1983 EDITION	9 WEEKS	TIME
II. REVIEW PHASE I/SOCIAL SECURITY FORMS (continued)				
JAMT 9	B. The student will obtain a social security card.			
III. UNIT 1: FIRST DAYS ON THE JOB		Chapter 5	first	3 weeks
JAMT 7	A. The student will cite general behaviors, attitudes, and habits essential to successful job acquisition, maintenance, and termination.			
SA 4	B. The student will describe the kinds of benefits desired from a job.	Chapter 2		
IV. CYCLE # 1 - INDIVIDUAL STUDENT SITE SELECTIONS - PRE-SITE RESEARCH (relate objectives to each students site choices)			first	2 weeks
SA 1	A. The student will compare occupations in terms of preferred work characteristics and conditions.	Chapter 11		
SA 2	B. The student will compare occupations in terms of personal interests, needs, abilities, and capabilities.	Chapter 11		
OK 1	C. The student will identify and describe the requirements and conditions of selected occupations, including: <ul style="list-style-type: none"> <li>a. work settings</li> <li>b. skills needed</li> <li>c. training requirements</li> </ul>			

		ENTERING THE WORLD OF WORK 1983 EDITION	9 WEEKS	TIME
IV.	CYCLE # 1 - INDIVIDUAL STUDENT SITE SELECTIONS - PRE-SITE RESEARCH (continued)			
	C. d. qualifications (in addition to training) such as: experience, age, licensure, and union membership e. dress f. tasks and tools g. salary h. benefits			
OK 6	D. The student will identify and use a variety of resources to gain occupa- tional information.			
JAMT 1	E. The student will identify the types of institutions and organizations which offer occupational training.	Chapter 11		
	SITE EXPERIENCES/STUDENT COMPLETION OF CAREER KNOWLEDGE AND PREFERENCE INFORMATION SHEET		first	1-2 days of shadow- ing per school
	POST-SITE FOLLOW UP (relate objectives to the job site the student went to)		second	3 weeks
JAMT 4	A. The student will complete brief applications for employment.	Chapter 3		
OK 2	B. The student will list the different types of organ- izations in which his/her specific occupation may be found (for example: nurse's aides may work in hospitals, nursing homes, etc.).			

ENTERING THE WORLD  
OF WORK  
1983 EDITION

9 WEEKS

TIME

POST SITE FOLLOW (continued)

- OK 3 C. The student will compare his/her specific occupation in different settings to determine variance in the worker's roles.
- OK 4 D. The student will describe the contributions of his/her occupation to society.
- OK 5 E. The student will identify alternatives to paid employment in relation to his/her job site.
- OK 1 F. Each student shares with the class his/her job site in terms of the requirements and conditions of that job:
- a. work setting
  - b. skills needed
  - c. training requirements
  - d. qualifications in addition to training
  - e. dress
  - f. tasks and tools
  - g. salary
  - h. benefits
- SA 1 G. The student will look at his/her site experience in terms of preferred work characteristics and conditions.
- SA 2 H. The student will look at his/her site experience in terms of meeting personal interests, needs, abilities, and capabilities.

Chapter 11

Chapter 11

		ENTERING THE WORLD OF WORK 1983 EDITION	9 WEEKS	TIME
V.	CYCLE # 2 - INDIVIDUAL STUDENT SITE SELECTIONS - PRE-SITE RESEARCH (relate objectives to student site choices)		second	2 weeks
SA 1	A. The student will compare occupations . . . .	Chapter 11		
SA 2	B. The student will compare occupations . . . .	Chapter 11		
OK 1	C. The student will identify and describe . . . .			
OK 6	D. The student will identify and use . . . .			
JAMT 1	E. The student will identify the types of . . . .	Chapter 11		
	SITE EXPERIENCES/STUDENT COMPLETION OF CAREER KNOWLEDGE AND PREFERENCE INFORMATION SHEETS		second	1-2 days of shadow- ing per school
	POST SITE FOLLOW-UP (relate objectives to the job site the student went to)		second	2 weeks
JAMT 4	A. The student will complete brief . . . .	Chapter 3		
OK 2	B. The student will list the different . . . .			
OK 3	C. The student will compare specific . . . .			
OK 4	D. The student will describe the contributions . . . .			
OK-5	E. The student will identify alternatives . . . .			
OK 1	F. Each student shares with the class . . . .			

		ENTERING THE WORLD OF WORK 1983 EDITION	9 WEEKS	TIME
V. POST SITE FOLLOW-UP (continued)				
SA 1	G. The student will look at his/her site . . .	Chapter 11		
SA 2	H. The student will look at his/her site . . .	Chapter 11		
VI. UNIT 2: PROCESS FOR JOB SEEKING			second	3 weeks
JAMT 2	A. The student will describe a process for job seeking.	Chapter 2		
JAMT 8	B. The student will identify reasons why people change jobs (voluntary and involuntary).			
SA 3	C. The student will describe preferred work locations (e.g., urban versus rural, close to home, etc.)			
VII. CYCLE # 3 - FIELD TRIP SELECTION - PRE-FIELD TRIP RESEARCH			third	1 week
SA 1	A. The student will compare occupations. . .	Chapter 11		
SA 2	B. The student will compare occupations. . .	Chapter 11		
OK 1	C. The student will identify and describe . . .			
OK 6	D. The student will identify and use . . .			

VII. (continued)

FIELD TRIPS - STUDENTS COMPLETE  
CAREER KNOWLEDGE AND PREFERENCE  
INFORMATION SHEETS

POST FIELD TRIP FOLLOW-UP

OK 2 B. The student will list the  
different . . .

OK 3 C. The student will compare  
specific . . .

OK 4 D. The student will describe  
the contributions . . .

ENTERING THE WORLD  
OF WORK  
1983 EDITION

9 WEEKS

TIME

third

1 day

third

1 week

VIII. CYCLE # 4 - INDIVIDUAL STUDENT  
SITE SELECTIONS - PRE-SITE  
RESEARCH (relate objectives  
to student site choices)

SA 1 A. The student will compare  
occupations . . .

SA 2 B. The student will compare  
occupations . . .

OK 1 C. The student will identify  
and describe . . .

OK 6 D. The student will identify  
and use . . .

JAMT 1 E. The student will identify  
the types . . .

SITE EXPERIENCES/STUDENT  
COMPLETION OF CAREER KNOWLEDGE  
AND PREFERENCE INFORMATION  
SHEETS

Chapter 11

Chapter 11

Chapter 11

third

3 weeks

third

1-2  
days of  
shadow-  
ing per  
school



VIII. (continued)

POST SITE FOLLOW-UP (relate objectives to the job site the student went to)

JAMT 4 A. The student will complete brief . . .

OK 2 B. The student will list the different . . .

OK 3 C. The student will compare specific . . .

OK 4 D. The student will describe the contributions . . .

OK 5 E. The student will identify alternatives . . .

OK 1 F. Each student shares with the class . . .

SA 1 G. The student will look at his/her site . . .

SA 2 H. The student will look at his/her site . . .

ENTERING THE WORLD  
OF WORK  
1983 EDITION

9 WEEKS

TIME

third 2 weeks

Chapter 3

Chapter 11

Chapter 11

IX. UNIT 3: RESOURCES FOR JOB SEEKING

JAMT 3 A. The student will identify and describe how to use a variety of resources to find a job.

Chapter 2

third 4 weeks

		ENTERING THE WORLD OF WORK 1983 EDITION	9 WEEKS	TIME
X.	CYCLE # 5 - INDIVIDUAL STUDENT SITE SELECTIONS - PRE-SITE RESEARCH (relate objectives to student site choices)		fourth	2 weeks
SA 1	A. The student will compare occupations . . . .	Chapter 11		
SA 2	B. The student will compare occupations . . . .	Chapter 11		
OK 1	C. The student will identify and describe . . . .			
OK 6	D. The student will identify and use . . . .			
JAMT 1	E. The student will identify the types . . . .	Chapter 11		
SITE EXPERIENCES/STUDENT COMPLETION OF CAREER KNOWLEDGE AND PREFERENCE INFORMATION SHEETS			fourth	1-2 days of shadow- ing per school
POST-SITE FOLLOW UP (relate objectives to the job site the student went to)				2 weeks
JAMT 4	A. The student will complete brief . . . .	Chapter 3		
OK 2	B. The student will list the different . . . .			
OK 3	C. The student will compare specific . . . .			
OK 4	D. The student will describe the contributions . . . .			
OK 5	E. The student will identify alternatives . . . .			

X. (continued)		ENTERING THE WORLD OF WORK 1983 EDITION	9 WEEKS	TIME
OK 1	F. Each student shares with the class his/her . . .			
SA 1	G. The student will look at his/her site . . .	Chapter 11		
SA 2	H. The student will look at his/her site . . .	Chapter 11		
XI. UNIT 4: PURPOSE OF AND ATTIRE FOR JOB INTERVIEWS			fourth	2 weeks
JAMT 5	A. The student will describe generally accepted attire for a job interview.	Chapter 4		
JAMT 6	B. The student will describe the purpose of a job interview, illustrating both the benefits to the employer and applicant.	Chapter 4		
XII. PLANNING FOR SUMMER JOBS AND PHASE-III EXPERIENCES			fourth	3 days (review)
	A. Discuss volunteer, paid, non-paid (babysitting, walking dogs, or lawn-mowing . . .) jobs.			
	B. Review steps to locate summer or temporary jobs.			
	C. Have Phase III student speakers talk to students			
	D. List site choices for Phase III and discuss why the student chose them. Record on Data Sheets.			

XII. (continued)

E. Complete Student Survey forms and Career Knowledge and Preference Information Sheets (that require students filling it out)

PHASE II ENTERING THE WORLD OF WORK

ENTERING THE WORLD  
OF WORK  
1983 EDITION

9 WEEKS

TIME

CHAPTERS USED:

2, 3, 4, 5, 11,  
14, and 15



# COURSE TIMELINE FOR PHASE II CAREER EXPLORATION

(for Level IV CAST high school programs)

MONTH/DATE	STUDENT	TEACHER
SEPTEMBER 1-6	Student orientation to Phase II	* Check CAST folders for Release form - Send home student packets (Permission to Test form and Information/Medical form) - Confirm class list
SEPTEMBER 7-13	Review Phase I - Social Security Form	
SEPTEMBER 14-16	UNIT 1: FIRST DAYS ON THE JOB	* Send above information to CAST Office with VIS money
SEPTEMBER 19-23		
SEPTEMBER 26-30	UNIT 1 - Site selections # 1	* Send shadowing request # 1 to CAST Office.
	CYCLE # 1 BEGINS	
OCTOBER 3-7	Pre-Site Research	* October 5, 8:30 a.m. - 2:45 p.m. - Learning Coordinator Staff Meeting, Pomonkey Annex
OCTOBER 10-14	CCDI-II Pre-test	* Record scores on Data Sheets and file
OCTOBER 17-21	Site Experience # 1	* Shadowing # 1 - Learning Coordinator completes student shadowing site evaluation and send to CAST Office
OCTOBER 24-28/31	Post-Site Follow Up	* Students complete CK&PI Sheet and file in their CAST folders
NOVEMBER 1-3	Site selections # 2	* Send shadowing request # 2 to CAST Office and LC shadowing evaluation form # 1.
NOVEMBER 7-11	Cycle # 1 ENDS	
NOVEMBER 14-18	Cycle # 2 BEGINS	
NOVEMBER 21-23	Pre-Site Research	
NOVEMBER 28-30	Site Experiences # 2 - Students complete CK&PI Sheets	* Shadowing # 2 - LC completes student shadowing site evaluation forms and sends them to CAST Office
DECEMBER 1-2		
DECEMBER 5-9	Post-Site Follow Up	* File CK&PI Sheets in students CAST folders
DECEMBER 12-16	Cycle # 2 ENDS	* Send field trip request # 1 to CAST Office.

COURSE TIMELINE FOR PHASE II CAREER EXPLORATION

(for Level IV CAST high school programs)

MONTH/DATE	STUDENT	TEACHER
DECEMBER 19-21	UNIT 2: PROCESS FOR JOB SEEKING	
JANUARY 3-6		
JANUARY 9-13		* January 11 - 8:30 a.m. - 2:45 p.m., Learning Coordinator Staff Meeting, Pomonkey Annex
JANUARY 16-20	Cycle # 3 BEGINS Pre Field Trip Group Research	
JANUARY 25- 27	Field Trip Experiences # 1	* Field Trip - LC completes Field Trip Evaluation form and sends it to CAST Office
JANUARY 30-31		
FEBRUARY 1-3	Post Field Trip Follow Up Cycle # 3 ENDS	
FEBRUARY 6-10	CYCLE # 4 BEGINS Site selections # 4	* Shadowing Request # 3
FEBRUARY 13-17	Pre-Site Research	
FEBRUARY 21-24		
FEBRUARY 27-29	Site Experience # 4 - Students complete CK&PI Sheets	* Shadowing # 3 - LC completes student site evaluation form and sends it in to CAST Office this week
MARCH 1-2		* File CK&PI Sheets in student's CAST folders
MARCH 5-9	Post-Site Follow Up	
MARCH 12-16	Cycle # 4 ENDS	
MARCH 19-23	CCDI-II Post-testing	* Record student scores on Data Sheets and file in student's CAST folders

COURSE TIMELINE FOR PHASE II CAREER EXPLORATION  
(for Level IV CAST high school programs)

MONTH/DATE	STUDENT	TEACHER
MARCH 27-30	UNIT 3: RESOURCES FOR JOB SEEKING	
APRIL 2-6	Site selections # 5	* April 4, 8:30 a.m. - 2:45 p.m., Learning Coordinator Staff Meeting, Pomonkey Annex
APRIL 9-13		* Send shadowing request # 4 to CAST Office
APRIL 16-19		
APRIL 24-27	Cycle # 5 BEGINS	
APRIL 30	Pre-Site Research	
MAY 1-4		
MAY 7-11	Site Experience # 5 - Students complete CK&PI Sheets	* Shadowing # 4 - Learning Coordinator completes shadowing site student evaluations and sends them in to CAST Office
MAY 14-18	Post-Site Follow Up	* File CK&PI Sheets in students CAST folder
MAY 21-25	Cycle # 5 ENDS	
MAY 29-31	UNIT 4: PURPOSE OF INTERVIEWS / ATTIRE FOR INTERVIEWS	* Learning Coordinator sends in to CAST Office: ALL Student Survey forms, ALL CCDI-II Pre and Post Student Score Worksheets, ALL Career Knowledge and Preference Information Sheets, ALL Data Sheets, ALL CAST Instructional Materials
JUNE 1		
JUNE 4-8	Students complete CK&PI Sheets and Student Survey forms	* Learning Coordinator contacts Program Coordinator to confirm each student's ARD phase placement for SY 84-85 and to check out if all materials/forms have been returned
JUNE 11-13	Planning for Summer Jobs and Phase III	



-COURSE TIMELINE FOR PHASE II CAREER EXPLORATION

(for Level V CAST programming)

- \* Note that the suggested pace of this course obviously is flexible and remember that many of the unit objectives which are part of Phase II are developmental and as such are taught again in Phase III as well.

MONTH/DATE	STUDENT	TEACHER
SEPTEMBER 1-6	Orientation to Phase II	<ul style="list-style-type: none"> <li>* Complete class lists</li> <li>* Send home Information/Medical form</li> </ul>
SEPTEMBER 7-13 SEPTEMBER 14-16	Review of Phase I - Social Security Form	<ul style="list-style-type: none"> <li>* Collect and send to CAST Office VIS money, Information/Medical forms, and confirmed class list</li> </ul>
SEPTEMBER 19-23 SEPTEMBER 26-30 OCTOBER 3-7	UNIT 1: FIRST DAYS ON THE JOB Site selections # 1	<ul style="list-style-type: none"> <li>* Help students make shadowing requests # 1 and send to CAST Office</li> </ul>
OCTOBER 10-14	CCDI-II Pre-test	<ul style="list-style-type: none"> <li>* Complete testing, record scores on Data Sheets, and file in student's CAST folders</li> </ul>
OCTOBER 17-21 OCTOBER 24-28	Cycle # 1 BEGINS Pre-Site Research	<ul style="list-style-type: none"> <li>* Learning Coordinator visit confirmed sites and do ecological survey</li> </ul>
OCTOBER 31 NOVEMBER 1-3 NOVEMBER 7-11 NOVEMBER 14-18	Site Experiences # 1	<ul style="list-style-type: none"> <li>* One week site per students                             <ul style="list-style-type: none"> <li>Day 1 - Trainer all day</li> <li>Day 2 - Trainer ½ day</li> <li>Day 3 - Trainer walk in and check back</li> <li>Day 4 - No trainer</li> <li>Day 5 - Trainer and RP eval</li> </ul> </li> </ul>
NOVEMBER 21-23 NOVEMBER 28-30	Post-Site Follow Up - Site selections # 2	<ul style="list-style-type: none"> <li>* Help students make shadowing requests # 2 and send to CAST Office along with LC evaluation form from site # 1</li> <li>* Students complete CK&amp;PI Sheet, file in CAST folders</li> </ul>

# COURSE TIMELINE FOR PHASE II CAREER EXPLORATION

(for Level V CAST programming)

MONTH/DATE	STUDENT	TEACHER
DECEMBER 1-2	UNIT 2: PROCESS FOR JOB SEEKING	
DECEMBER 5-9		
DECEMBER 12-16		
DECEMBER 19-21		
JANUARY 3-6	Cycle # 2 BEGINS - Pre-Site Research	<div>* Shadowings # 2</div> <div>* Help students make shadowing requests # 3 and send in to CAST Office</div> <div>* Students complete CK&amp;PI Sheets and file in student's CAST folders</div> <div>* Complete LC evaluation of shadowing # 2 and send to CAST Office</div>
JANUARY 9-13	<div>Site Experiences # 2</div> <div>UNIT 3: RESOURCES FOR JOB SEEKING</div>	
JANUARY 16-20		
JANUARY 25-27		
JANUARY 30-31		
FEBRUARY 1-3	Site selections # 3	
FEBRUARY 6-10	Post-Site Follow Up	
FEBRUARY 13-17		
FEBRUARY 21-24		
	Cycle # 2 ENDS	
FEBRUARY 27-29	Cycle # 3 BEGINS - Pre-Site Research	<div>* Shadowings # 3</div> <div>* Help students make shadowing requests # 4 and send in to the CAST Office</div> <div>* Students complete CK&amp;PI Sheets and file in student's CAST folders</div> <div>* Complete and send LC shadowing evaluation to CAST</div>
MARCH 1-2	Site Experiences # 3	
MARCH 5-9		
MARCH 12-16	UNIT 4-A: PURPOSE OF JOB INTERVIEWS	
MARCH 19-23	Site selections # 4	
MARCH 27-30	Post-Site Follow Up	
APRIL 2-6	Cycle # 3 ENDS	

COURSE TIMELINE FOR PHASE II CAREER EXPLORATION

( for Level V CAST programming )

MONTH/DATE	STUDENT	TEACHER
APRIL 9-13	CCDI-II Post-testing	* Complete testing, record scores on Data Sheets, and file in student's CAST folders
APRIL 16-19 APRIL 24-27 APRIL 30 MAY 1-4 MAY 7-11 MAY 14-18 MAY 21-25 MAY 29-31	Cycle # 4 BEGINS - Pre-Site Research  Site experiences # 4  UNIT 4-B: ATTIRE FOR JOB INTERVIEWS  Post-Site Follow Up  Cycle # 4 ENDS - Students complete the Student Survey	* Shadowings # 4  * Students complete CK&PI Sheets and file in student's CAST folder  * Complete and send to CAST Office the LC shadowing evaluation form # 4
JUNE 1 JUNE 4-8	Planning for Summer (Jobs, Volunteer, and Leisure) and Planning for Phase III or Phase II, second year	
JUNE 11-13 (½ days)	Students complete CK&PI Sheets	* Send to CAST Office ALL Career Knowledge and Preference Information Sheets, Student Surveys, CCDI-II Pre and Post Test Student sheets, Data Sheets, and ALL CAST Instructional Materials  ** Call Phase I/II Program Coordinator to confirm SY 84/85 phase placements

## FORMS

<u>PHASE</u>	<u>CLASS FORMS CHECKLIST</u>	<u>PAGE</u>
I	These checklists have been designed as	123
II	management tools for Learning Coordinators	124
III	and Program Coordinators. The Learning Coordinator can use this checklist to keep track	125
IV	of the forms and things to be done throughout the year. Each checklist has been divided into three sections. The sections deal with things to be done <u>before</u> the first site, <u>during</u> the sites, and at the <u>end</u> of the year. This arrangement not only keeps track of what has already been done but it also reminds the Learning Coordinator of the next task to do.	126

Although we recommend that Learning Coordinators use the checklists, they are optional and are not turned in or checked by the CAST Office.

<u>PHASE</u>	<u>RELEASE</u>	<u>PAGE</u>
I-IV	The <u>RELEASE</u> form gives parental permission to enter the program. The parent must check off each of the four items that they are giving permission for. If an item is <u>not checked</u> , the parent has not given permission. Items include participation in CAST activities, photographing the child, use of assessment data, and transportation and medical treatment in case of emergency. The parent should also fill in the name and phone number of the child's physician, then sign	127

and date the form. One Release should be signed when the child enters CAST and will remain in effect as long as the child is in CAST. The teacher should check for this form at the beginning of each year.

PHASE

PARENTAL CONSENT FOR EDUCATIONAL ASSESSMENT  
(Permission to Test Form)

PAGE

I and III

To conduct standardized testing in Project CAST, such as the SPIB and Woodcock/Johnson, signed parent consent is required prior to testing. We use the county special education permission to test form. Please identify on the form the tests by name, send home for parent signature, and file the signed consent form in your records. Testing occurs in early Fall for Phase I students and early Spring for Phase III students.

129

PHASE

INFORMATION SHEETS

PAGE

An INFORMATION SHEET should be completed each year so that the CAST Office has up-to-date information regarding the student. This information is used in emergency situations as well, so it is vital to complete all information requested accurately.

130

II-IV

In Phases II, III, and IV the parent must complete and sign a HEALTH/MEDICAL INFORMATION SHEET each year. The parent should indicate any physical or health limitations that would affect the student's job placement or performance, then sign and date the form.

131



## DATA SHEETS

The DATA SHEETS are a one page summary of the student's year in CAST. These sheets should be updated throughout the year (after each site) and turned in to the Project CAST Office completed in June. (See timeline)

### PHASE

I

### PAGE

135

In Section I when listing field trips attended, please bracket the sites seen on a given trip so that it is easy to determine exactly how many field trips that student went on. Sections II and III are to be answered by directly asking the student the information. In the Assessment Data Section, there are additional pieces of information that we are requesting for you to write-in. In addition to the SPIB total percentage score and the CAST Inventory rating scores, please write in the individual grade equivalent scores on the Woodcock/Johnson in the areas of Reading, Math, and Written Language. Under the Check-Off Section, VEU (Vocational Evaluation Unit) testing, what we are recommending for our 9th graders is the TAP (Talent Assessment Program). Please record the date the student participated in TAP testing. Under "Other" in the Check-Off Section, please fill in the following attendance information for the school year: total excused and total unexcused absences. The Data Sheet is extensively used by the CAST Program Coordinators and the Learning Coordinators as a summary of the student's experiences in the program.

The student receives a copy as he/she exits CAST as a reference on work related experiences. An incomplete Data Sheet is of little use, so it is vital to keep this summary tool updated and complete.

PHASE

II

PAGE

136

In Section I of the Phase II DATA SHEET please identify any field trips the student attended in addition to the shadowing and guest speaker events. As in the Phase I Data Sheet, Sections II and III are very important and the student needs to give you the information.

\*\* On the "old" Data Sheet, Phase I and II are combined on one form. If you have Phase II students listed on this old form, you will need to write in all assessment data, VEU test dates, and attendance information at the very bottom of the form! For Phase II the assessment data would include the CAST Inventory and any interest inventories given. The regular Vocational Evaluation battery is recommended for our 10th graders. List the date the student completed the battery. Attendance information is the same as requested in Phase I, total excused and total unexcused absences.

\*\* The new Data Sheets have a separate form for Phase I and Phase II, thus making it easier to use and review, and there is an assessment section on each of the two forms.



III

For each site that the student attends, the Learning Coordinator should record on the DATA SHEET the occupation, name of the site, and a one word evaluation (such as excellent, good, adequate, needs improvement, poor, unsatisfactory, etc.) that summarizes the opinions of the Resource Person - Teacher - and Student. Beside "Would Hire", the Learning Coordinator should write in the word "yes" or "no". The dates are important because it gives a record of the length of the site.

137

Although not asked for on the form, the Learning Coordinator should also mark any attendance problems and any standardized test data in Reading, Math, and Written Language.

IV

Paid experiences should be listed, at the bottom of the DATA SHEET, under the On-The-Job Training/Work Study Section. Any additional Phase III site experiences for Phase IV students, should be added to the top of the page, Career Investigation Section, with the appropriate dates listed. At the end of the year, complete Sections II, III, and IV at the bottom of the page. This form should be as complete and accurate as possible. This work-site history will be used in referring graduates to other agencies.

137

## REQUESTS FOR PLACEMENT

These forms should be submitted to the Project CAST Office prior to each site, according to the timeline due date. They must be turned in on time to allow the maximum amount of time for site development and placement and student preparation to take place.

### PHASE

### REQUEST AND SCHEDULE FOR FIELD TRIP

### PAGE

I

The Learning Coordinator should assist the students in requesting field trip choices which cover as many of the 15 USOE occupational clusters as possible in the seven given field trips during the school year. The students should vote on which occupational clusters they wish to explore first and indicate one or two types of businesses representative of that cluster for each cluster choice. Each in-county field trip consists of three site visits and with out-of-county field trips there is usually only time to make one or possibly two site visits. Please refer to the timeline to identify if the given trip is to be in or out of county in order to fill out the form correctly. The Program Coordinator will then select and contact field trip sites. The form is in triplicate and the pink copy with the confirmed field trip schedule will be returned to the Learning Coordinator according to timeline dates.

138

## INCORRECT FIELD TRIP REQUESTS

Occupational Cluster Request	Comments
1. Bob's Big Boy 2. Health 3. NOS 4. 5. 6.	Choice # 1 gives a specific place which the Program Coordinator may or may not be able to get. Choice # 2 is just the opposite, it's too general. What types of businesses would your class like to see - name one or two. Also note, only three choices were given, please give 5-6 choices just in case one falls through or cannot be set-up.

## CORRECT FIELD TRIP REQUESTS

Occupational Cluster Requests	
1. Hospitality and Recreation a. fast food	4. Personal Services a. hair stylists b. cleaners
2. Health a. nursing home	5. Public Services a. police station b. fire station
3. Hospitality and Recreation a. hotel	6. Health a. hospital

### PHASE

### REQUEST AND SCHEDULE FOR GUEST SPEAKERS

### PAGE

I-II

The Learning Coordinator should assist the students in deciding on guest speakers to visit the class. Guest Speakers can be helpful as a follow-up to a field trip or shadowing, preparation for a field trip or shadowing, or to address occupational clusters the group has not been able to visit. The request can

139

be turned in as the Learning Coordinator sends in the request for field trips or shadowings. Phase I Guest Speakers address their business in general and in Phase II an employ  e's specific job is addressed. On the form, please circle whether the speaker will be for Phase I students, Phase II students, or both. After listing the occupation, also list the type of business desired within that occupational area. If preferred dates and times are not listed, the Program Coordinator will assume any date or time is fine. The form is in triplicate and the pink copy with a confirmed schedule will be returned to the Learning Coordinator.

PHASE

REQUEST AND SCHEDULE FOR SHADOWING

PAGE

II

The Learning Coordinator should assist each student individually in selecting specific job titles in three different career areas by prioritizing. The Program Coordinator will select and contact businesses. Any information about appropriate dress, lunch, etc. will be listed under "selected site comments". Some sites allow shadowing students to try-out tasks, others, especially in the more hazardous job areas, only permit observation. If the Program Coordinator is aware of the above, the Learning Coordinator will be notified of this as well.

140

## INCORRECT SHADOWING REQUESTS

Three Jobs Requested	Comments
1. Gas Station 2. Hospital 3. Safeway	In choices # 1 and 2 indicate the specific job being requested - attendant/mechanic. For choice # 3, give a job title not the name of the business.
1. Food Preparation 2. Salad Bar Preparation 3. Cook	All three choices are in the same career area, job titles in <u>different</u> career areas are to be given.

## CORRECT SHADOWING REQUESTS

Three Jobs Requested
1. Stock clerk in a large warehouse. 2. Cook in a fast food business. 3. Aide in a day care center.

### PHASE

### REQUEST FOR PLACEMENT

### PAGE

III

The Learning Coordinator should assist students in selecting job titles in three different career areas and in prioritizing these choices.

141

The Program Coordinator will select and contact the specific businesses that offer jobs in the areas requested. If no placement

can be made in the first career area, the Program Coordinator will begin contacting businesses in the second and then third choice areas.

### INCORRECT REQUEST FOR PLACEMENT

Placement Selection By Occupation	Comments
<ol style="list-style-type: none"> <li>1. K-Mart</li> <li>2. Peoples Drug</li> <li>3. McDonalds</li> </ol>	<p>Should use <u>job titles</u> not names of businesses. What jobs are being requested at these places? These particular businesses may not be available.</p>
<ol style="list-style-type: none"> <li>1. Stock (K-Mart)</li> <li>2. Grocery (Stock)</li> <li>3. Stock (Sports)</li> </ol>	<p>These show the same career area but in different places. If that job is unavailable, there is no second choice.</p>

### CORRECT REQUEST FOR PLACEMENT

Placement Selection By Occupation	Comments
<ol style="list-style-type: none"> <li>1. Stock (anywhere but a warehouse)</li> <li>2. Any kitchen work, prefer fast food</li> <li>3. auto body repair</li> </ol>	<p>Three <u>different</u> jobs with comments concerning preferences or exclusions.</p>

PHASE

REQUEST FOR PLACEMENT

PAGE

IV

For Phase IV students, the request for placement form should be submitted as early in the year as possible and thereafter at any time throughout the school year. Students who do not find paid jobs right away may request to attend additional Phase III sites. Requests for Phase III site experiences should be sent in on the Phase III request form with the other Phase III requests.

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PHASE

STUDENT PLACEMENT AGREEMENT

PAGE

III

Once a site has been found, the Program Coordinator will get the Resource Person's

143

IV

signature on this form and send it to the school. The Learning Coordinator should get all other signatures and return the form to the CAST Office as soon as possible. The CAST Office generally needs to have this form back 3-5 days before the site begins. If the student is under 18 a Work Permit will accompany the Student Placement Agreement. Have it signed as well by both parent and student.

144

PHASE

SITE INFORMATION SHEET

PAGE

III

This form will be completed by the CAST Office for each student and a copy will be

145

IV

sent to the Resource Person, student, teacher, and parent after all Student Placement Agreement forms have been completed and processed.

146

II and  
IV

This form shows the site and transportation arrangements for the students who are going out. It will be completed by the CAST Office just prior to each Phase III's site and two copies will be sent to the school; one for the Learning Coordinator and one for the school office or administrator in charge. Transportation arrangements for Phase IV students may or may not change during the year. Read these schedules carefully and note any changes.

147

TEACHER MONITORING AND EVALUATION FORMS

The Phase I-IV forms are to be used as a guide to assist the Learning Coordinator in monitoring, planning for, and evaluating the student while on site. This data will also provide program documentation and give valuable data for future placement of the student. This information should be shared with the student as well as the CAST Office. All monitoring and evaluation forms are to be turned-in to the CAST Office after each site.

I

The Learning Coordinator should carry and complete the field trip evaluation form while on the field trip or immediately after and send it to the CAST Office. A copy will be returned to you. This form is arranged to collect and

148



give information on student field trip attendance, individual student behaviors, group behaviors, and site effectiveness. One fully completed form should be turned-in for each CAST field trip that occurs during the school year. The field trip evaluation should also be referred to when considering future student phase placement since it now gives individual student behavior, as well.

<u>PHASE</u>	<u>LEARNING COORDINATOR SHADOWING EVALUATION</u>	<u>PAGE</u>
II	<p>The Learning Coordinator should carry the shadowing evaluation forms along while monitoring the students. The form gives more comprehensive feedback on student site attendance, appearance, attitudes and behaviors, and general site experience outcomes. The form needs to be <u>completely</u> filled out and sent to the CAST Office as soon as possible after each shadowing cycle. This format was chosen to give the Learning Coordinator specific information to refer back to when considering site performance and future phase placement. The Program Coordinator will use the information when considering future shadowing placements for each student.</p>	150

I-II

This form is to be filled out after any CAST guest speaker event and sent to the CAST Office. A copy will be returned to you. It records who attended, the phase the presentation was geared to, individual student response to the speaker, and the type and effectiveness of the presentation. Please fill out all information requested.

151

III

The Learning Coordinator must complete at least one TEACHER MONITORING AND EVALUATION FORM per site. The form is arranged so that the same sheet can be used for all three required monitoring visits or a separate page can be used each time. The form has four sections. Each section should be utilized and/or completed during the site experience.

152

Section 1 is a checklist of things to look for or ask about while monitoring. Write in the appropriate answer or mark a rating of E, A, I, or U. Student activities can be listed at the far left.

Section 2 addresses attendance. Please mark the site dates at the left; code attendance with P, AB, or U; including any comments or explanations at the right. Finally, circle a rating of E, A, I, or U for the site. Circle EXCELLENT if the student had 0 absences; ADEQUATE if the student had 1 absence; IMPROVEMENT NEEDED if there were 2 absences or 1 unexcused; UNSATISFACTORY if even more absences were recorded. Make sure that

the student knows the importance of good attendance and how he/she rated for each site. After all, even the best worker is no good to an employer if he/she is absent.

Section 3 provides an area to briefly list skills or assignments that you will be working on with the student. They can address academics, behavior or attitudes, attendance, job skills, job search skills, etc. The Learning Coordinator should utilize this section for every student and for each site. Any areas that need improvement should be explained or planned for here.

Section 4 gives the Learning Coordinator space to summarize and evaluate the student's site experience or make any comments concerning the student's performance.

PHASE

TEACHER MONITORING AND EVALUATION FORM

PAGE

IV

The TEACHER MONITORING AND EVALUATION FORM for Phase IV students is designed to contain one month's worth of monitoring (2-3 monitorings). Separate forms may be used for each visit if the Learning Coordinator prefers. Students should initially be monitored in person or by phone once per week. After the site is well established, students who are performing well should be monitored a "minimum" of one time per month in person and one time by phone. Additional monitoring is expected if problems arise to initiate solutions and follow-up on results.

154

The form has five sections. Sections 1, 2, and 3 are similar to the Phase III monitoring form. They include a checklist area for three visits, an attendance section, and an action planning section. Complete these as you did on the Phase III form. Section 4 provides an area to record intervention in problem areas. The Learning Coordinator should record the date the problem occurred, the nature of the problem, the intervention tried, and a brief mention of the results. This process should be repeated and other solutions or problems added, if results are not satisfactory by the end of the month. Section 5 gives the Learning Coordinator space to summarize and evaluate the student for the month.

#### RESOURCE PERSON EVALUATION FORMS

The Resource Person is asked to evaluate group or individual students (dependent on the phase) after each site experience. This evaluation provides the student, teacher, and CAST Office with direct feedback about site attendance, attitudes and behaviors, and specific job related abilities (in Phases III and IV). Information from the Resource Person evaluations can assist the teacher with individual student programming and when considering future phase placement. The Program Coordinator can use the feedback in site development activities as well as when considering future site placement and in seeking paid positions for students. Finally, the student should use this



information as a reference and as a tool to improve the weaker areas cited and be further aware of personal strengths.

PHASE

RESOURCE PERSON FIELD TRIP EVALUATION

PAGE

I  
(some-  
times  
II)

The CAST Office will mail an evaluation form to the field trip host requesting the form to be completed and returned to the CAST Office. It will be copied and then forwarded on to the Learning Coordinator to share with the class and to use in the ways described on the previous page. The Resource Person is asked to rate group behavior, interest level, questioning, and attitude. Suggestions and feedback on the effectiveness of the field trip are also solicited.

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PHASE

RESOURCE PERSON SHADOWING EVALUATION

PAGE

II

Shadowing evaluations are sent to the Resource Person by the CAST Office. If the Resource Person returns the evaluation to the CAST Office, it is then copied and sent directly to the Learning Coordinator. The evaluation should be shared on a one-to-one basis with the student. The information derived from this form should help the teacher and the student note strengths and weaknesses in behavior, attitude, and relating to others. The general impressions of the Resource Person and the specific comment section on the back can give the student a much deserved pat on the back or suggestions for future improvement. It's often an eye opener to see how others view us and can definitely promote the Phase II student's self-awareness.

157

PHASE

RESOURCE PERSON GUEST SPEAKER EVALUATION

PAGE

I-II

Again, the CAST Office is responsible to get the evaluation form to the guest speaker. After it is returned to the office, it will be copied and sent to the Learning Coordinator to share with the class. The form mostly focuses on group behavior and class preparedness for the presentation.

159

PHASE

RESOURCE PERSON/STUDENT EVALUATION

PAGE

III

The Resource Person is asked to evaluate the student once, at the end of the site. Please make every effort to ensure that each student receives a Resource Person evaluation. Ask the Resource Person to fill it out before the end of the site and give it to the student to bring back to school. If it is not returned promptly try to go pick it up the last few days of the site. If the Resource Person doesn't have it ready, perhaps you can offer to sit down with him/her and fill it out. If they, or you, don't have time for this, leave them an addressed envelope and ask them to mail it in. Follow-up by calling them back in a few days or a week to see if they have done the evaluation and put it in the mail. If not, then fill one out yourself while talking to the Resource Person over the phone.

160

PHASE

RESOURCE PERSON/STUDENT EVALUATION

PAGE

IV

Ask the Resource Person to complete one evaluation per nine week period. Use the same procedure for collection as in Phase III.

162

STUDENT EVALUATION FORMS

PHASE

CAREER KNOWLEDGE AND PREFERENCE INFORMATION SHEETS

PAGE

I

The CAREER KNOWLEDGE AND PREFERENCE INFORMATION SHEETS are to be filled out by the student with teacher assistance (if needed) after each field trip experience. It requires the student to begin to evaluate his experiences in terms of what was seen, what new learning occurred, and likes/dislikes. There are five questions to be answered, the questions are repeated several times on one form so the same form can be used throughout the year. The form is to be sent to the CAST Office at the end of the year according to the timeline. The Learning Coordinator can use the form to get some information on student progress in the acquisition of occupational knowledge.

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PHASE

CAREER KNOWLEDGE AND PREFERENCE INFORMATION SHEETS

PAGE

II

The CAREER KNOWLEDGE AND PREFERENCE INFORMATION SHEETS for Phase II students has slightly different questions than the Phase I instrument. This form should be filled in

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after each shadowing. You will note the seven questions are repeated several times so that the same form can be used throughout the school year. Like in Phase I, the form is to be sent in to the CAST Office at the end of the school year according to the timeline. The questions help the student evaluate his/her experience more personally as if they were thinking of themselves in that job.

<u>PHASE</u>	<u>STUDENT EVALUATION FORM/STUDENT SITE EVALUATION FORM</u>	<u>PAGE</u>
III	These forms ask the student to think about and respond to questions about his/her site in terms of specific site information, job related information, career evaluation, and self-evaluation. Spaces have been provided on the right to either circle or write in responses. The back is an evaluation checklist. This form has been designed to be read to the student. Answers may be marked by the Learning Coordinator when necessary.	169
IV		171

Phase III students should complete this exercise at or near the end of each site. /

Phase IV students should repeat this activity at least once each 9 weeks.

PROGRAM EVALUATION

<u>PHASE</u>	<u>STUDENT SURVEYS</u>	<u>PAGE</u>
I	At the end of the school year, all	173
II	students are asked to review his/her year	174
III and IV	in the CAST program and to complete a phase survey. These surveys reflect individual student perspectives and opinions about the program. The student surveys give the CAST staff direct feedback on what the student perceives as benefits of being a part of CAST, which in turn gives us infor- mation on whether or not our service delivery techniques are helping us reach the goals of the total program. The surveys are to be sent by the Learning Coordinator to the CAST Office at the end of the school year according to the timeline due date.	175

Program evaluation incorporates data collected from parents, students, participating businesses, school-based CAST staff, and their administrators as well as testing results.

Student Name	Check IEP for CAST Goal	Release	Information Sheet	Permission to Post	Start Data Sheet	SPB Date	Woodcock/Johnson Date	TAP Date	Other Assessments	PHASE I CLASS FORMS CHECKLIST					CAST Office at end of year.	LC turned in all CAST materials at the end of year. <u>yes</u> / <u>no</u>	Comments:	Comments:
										CAST Inventory Pre/Post Date	Field Trip #	Student Attended yes/no	RP Group Evaluation	LC eval. of individual student's behavior/questions (+/-)				
										Pre	1				1			
											2				2			
											3				3			
											4				4			
											5				5			
											6				6			
										Post	7				7			
										Pre	1				1			
											2				2			
											3				3			
											4				4			
											5				5			
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										Post	7				7			
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										Post	7				7			
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											5				5			
											6				6			
										Post	7				7			

**PHASE II**  
**CLASS FORMS CHECKLIST**

Student Name	Check for Release	Information/ Medical Sheet	Insurance Money	Start Data Sheet	TB Test	Shadowing Site #	Site Request Made	Attended Site Yes/No	RP Evaluation ( + - )	LC Evaluation ( + - ) (send to CAST Office after each site)	Guest Speaker Attendance/ Dates	Field Trip Attendance/ Dates	Voc-Eval %(dates)	CAST Inventory Date	Interest Assessments Name/Date	CK&PI Sheet	Student Survey CCPI Pre & Post Protocols	Data Sheet	Comments: Student strengths and weaknesses	Comments: Recommen- dation for program and phase place- ment next yr	Summer Job Yes/No-Place
						1					1	1	Pre								
						2					2	2									
						3					3	3									
						4					4	4									
						5					5	5									
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						5					5	5									
													Post								

Turn-in to  
CAST Office LC turned in all CAST  
at end of year materials at the end  
of the year.    yes/    no  
Comments:

# CLASS FORMS CHECKLIST - PHASE III

Student Name

Check for Release  
Information/  
Medical Sheet

Insurance  
Money

Start Data  
Sheet

TB Test

Site  
Number

Site  
Request

Student  
placement  
Agreement  
Work  
permit

Teacher  
Monitoring  
(done weekly)

Turn-in to CAST  
Office at end of  
each site.

Teacher  
Eval.

Student  
Self  
Eval.

RP  
Eval.

Permission  
to Test

SPID

Woodcock-  
Johnson

Turn in to Project CAST  
Office at end of year.

Student  
Survey

Materials

Data  
Sheet

Summer  
Job

# CLASS FORMS CHECKLIST - PHASE IV

Student Name	Check for Release	Information/Medical Sheet	School Insurance Verification	Start Data Sheet	TB Test	9 weeks	Type of Site Requested: III or IV	Student placement Agreement & Work permit	Teacher Monitoring (done weekly at first, then bi-monthly)	Turn-in to CAST Office Quarterly			Transportation/Driver's License	Interviews	Turn-in to CAST Office at end of year			
										RP Eval.	Student Self-Eval.	Teacher Eval.			Student Survey	Materials	Data Sheet	Job Status
						1												
						2												
						3												
						4												
						1												
						2												
						3												
						4												
						1												
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						3												
						4												

BOARD OF EDUCATION  
OF CHARLES COUNTY  
LA PLATA, MARYLAND 20646  
TELEPHONE: 934-4671

John H. Bloom  
SUPERINTENDENT

\_\_\_\_\_  
date

Dear Parents/Guardians:

You will see a page attached to this letter. We are asking for your permission to do a variety of activities that will affect your child. These are:

1. Have your child, \_\_\_\_\_, taken on field trips. Have your child work at a job site.
2. Have pictures and interviews taken of your child to be used in newspapers, slide-tape shows, etc.
3. Have scores from your child's tests used in a report . . . without using your child's name, of course.
4. Have your child taken to the nearest hospital if anything should happen in school, going to and returning from a job site, or while at a job site.

If you see something on the form that you do not understand, please call us for an explanation. Place a check (✓) next to each item number to indicate agreement.

Please feel free to call us if you have any questions about the Project CAST program. Thank you very much.

Sincerely yours,

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Phone number

*Barbara Diep*  
\_\_\_\_\_  
Barbara Diep  
Program Manager/Coordinator  
375-8171





PROJECT CAST  
CHARLES COUNTY BOARD OF EDUCATION

RELEASE

I give my permission to the Charles County Board of Education, Project CAST, or person(s) operating in its authorized behalf:

- \_\_\_\_ 1. To have my child, \_\_\_\_\_, participate in and be transported for Project CAST activities which include field trips, shadowing, and work-site placements.
- \_\_\_\_ 2. To take photographs, tapes, videotapes, slides, and recordings of my child for the purpose of reproduction, publication, and illustration in all advertising and publicity media relating to Project CAST, and in all materials to be utilized for replication activities, such as film strips, slide-tape presentations, etc. I understand that this also includes interviews, citing my child by name, for publication in newspapers and for use in other media (e.g., radio, television) and articles written by my child regarding the Project CAST program. I understand that any film, pictures, quotes, and tapes of my child become the property of the Charles County Board of Education and may be used in the above stated manner for an indefinite period of time.
- \_\_\_\_ 3. To use informal and formal assessment data on my child to derive and report project impact with the understanding that my child's name will not be used in any such report.
- \_\_\_\_ 4. To, in case of emergency, arrange for transportation to and treatment of my child at the emergency room of Physicians Memorial Hospital, or if outside the county, to the nearest facility where medical treatment is available. In the event that an emergency should arise traveling to and from or at a work site, I extend this permission to the bus driver, employer and his/her designee. [In the event of such an emergency, I would like to have my physician contacted:  
\_\_\_\_ (name) \_\_\_\_\_ (phone)  
and briefed regarding my child's condition.]

This release shall be in effect the date of signature and shall extend until my child leaves Project CAST. I have read the content of this release. I realize that by placing a check (✓) next to the item number, I am in agreement with that item.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Parent/Guardian

SPECIAL EDUCATION OFFICE  
PARENTAL CONSENT FOR EDUCATIONAL ASSESSMENT

Date \_\_\_\_\_

School \_\_\_\_\_

To the Parent(s)/Guardians of: \_\_\_\_\_

To better understand your child and improve his/her educational program, we are requesting your permission to provide an educational assessment. This assessment will be in addition to the tests given to all students in your child's class. Your written permission is necessary for this assessment to occur. You will be informed of the findings and recommendations of this assessment.

Those areas checked below will be tested:

Assessments

Position of Examiner

\_\_\_\_\_ Reading (Woodcock-Johnson)

\_\_\_\_\_ Math (Woodcock-Johnson)

\_\_\_\_\_ Spelling

\_\_\_\_\_ Speech/Language

\_\_\_\_\_ Perceptual/Motor

\_\_\_\_\_ Aptitude

\_\_\_\_\_ SPIB

\_\_\_\_\_ CAST Inventory

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

You have the right to an independent educational evaluation at public expense if you disagree with an evaluation obtained by Charles County. However, Charles County may initiate a hearing under §121a.506 of Public Law 94-142 of this subpart to show that its evaluation is appropriate. If the final decision is that the evaluation is appropriate, you still have the right to an independent educational evaluation, but not at public expense.

If you have any questions concerning this request, please contact \_\_\_\_\_

\_\_\_\_\_ at \_\_\_\_\_, thank you.  
(phone)

Sincerely, \_\_\_\_\_

Please complete the following and return this letter by \_\_\_\_\_ (date)

to \_\_\_\_\_ (name)

\_\_\_\_\_ I give permission for \_\_\_\_\_ to be tested.

\_\_\_\_\_ I do not give permission for \_\_\_\_\_ to be tested.

Comments: \_\_\_\_\_

I also give permission for the Charles County Board of Education to send to the Maryland State Department of Education a Special Services Information System (SSIS) Form for Child Find.

PROJECT CAST



Phase I

INFORMATION SHEET

School \_\_\_\_\_

Student's Complete Name \_\_\_\_\_  
last first middle

Grade \_\_\_\_\_ Date of Birth \_\_\_\_\_  
month date year

Parent/Guardian(s) Complete Name \_\_\_\_\_  
last first middle

last first middle

Mailing Address \_\_\_\_\_  
street number and name OR route and box number

city state zip code

Telephone Number \_\_\_\_\_ Bus Number \_\_\_\_\_

BOARD OF EDUCATION  
OF CHARLES COUNTY  
LA PLATA, MARYLAND 20646-0170

(301) 934-4671 (301) 870-3180

JOHN H. BLOOM  
SUPERINTENDENT

Dear Parents/Guardians:

In any career education program where students participate in some out-of-school activities, the potential exists for problems or emergency situations to arise. As a precautionary measure, please complete the attached form and purchase the accident insurance specified at the bottom.

This form updates the personal and health related information which will be considered when selecting job sites and which may be needed in the event of an emergency.

Some job sites (such as food service, health care, child care, etc.) require workers to show proof of a negative TB test. Since we have found that most students will explore one or more such occupations during their years in Project CAST, we also ask that all students obtain a TB test. This test can be given free of charge by the Charles County Health Department any Wednesday between 2:00-4:00 p.m. Once the test is given the student must return to the Health Department to have it "read" the following Friday between 8:30-11:30 a.m. The Health Department will issue the student a card verifying the test. Students should bring this card in to the teacher as proof of a TB test. Parents may choose to have their regular physician perform this test. If this is the case, have the doctor write a note to the teacher stating the results. Remember, students who do not get a TB test will be ineligible for some jobs.

For your protection, the accident insurance must be purchased for your child in addition to any health insurance you may already have at home. In Phases II, III, and IV the insurance purchased through Volunteer Insurance Service (VIS) will provide low cost "excess" medical coverage in the event of accident or injury to non-paid students. However, Phase IV students who find paid employment can not be covered by the VIS plan. We require that the 24 Hour School Insurance policy be purchased as soon as the Phase IV student begins paid employment. This 24 hour policy is more expensive but since the student will be receiving a pay check we feel that the protection it will offer will be worth the cost. Since Project CAST

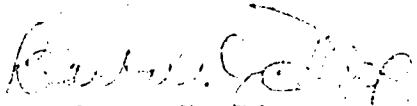
can not allow any uninsured student to attend a job site, please send the VIS insurance money right away so that coverage can begin before the first job site starts.


Parents and students should also keep in mind that students may come into contact with or contract any number of communicable diseases, infections, or parasites (such as colds, childhood diseases, lice, etc.) while working in the community. Accident and medical insurance usually do not cover these types of situations and since exposure to these situations could occur anywhere, Project CAST assumes no responsibility for medical expenses related to such exposure.

Please complete all of the information requested on the form, obtain the TB test, then sign the form, enclose the insurance money, and return it to your child's teacher as soon as possible.

If you have any questions concerning your child, please feel free to call the Project CAST Office (375-8171 or 283-6814). Thank you very much for your assistance in this matter.

Sincerely,

  
Barbara J. Diep  
Program Manager/  
Coordinator,  
Phase I and II

  
Dawn Millard  
Program Coordinator,  
Phases III and IV

BJD:DM:clr  
Attachment



(This form must be completed and signed by parent/guardian and submitted to the Project CAST Office prior to student participation in any job placement experience.)

PHASES II, III, &amp; IV

(375-8171)

Student's Full Name \_\_\_\_\_

School \_\_\_\_\_ Date of Birth \_\_\_\_\_

Social Security No. \_\_\_\_\_ Bus No. \_\_\_\_\_

Name of Parent/Guardian \_\_\_\_\_

Address \_\_\_\_\_

Telephone Number \_\_\_\_\_

Contact in Case of Emergency \_\_\_\_\_ Phone \_\_\_\_\_

Name of Doctor \_\_\_\_\_ Phone \_\_\_\_\_

Health Insurance Policy No. \_\_\_\_\_ Company \_\_\_\_\_

MEDICAL INFORMATION

Many jobs require workers to show proof of a negative Tuberculin Test. Students who do not have a current TB test will be ineligible for some jobs. If your child needs a TB test he/she can be given one free of charge by the Charles County Health Department or you can contact your private physician. Please send the Health Department tuberculin status card or a doctor's note to your child's teacher.

Date of TB test \_\_\_\_\_ Status \_\_\_\_\_

Is your child taking any medication? \_\_\_\_\_ If yes, please state type and purpose. \_\_\_\_\_

Does your child have any of the following conditions? If yes, please explain.

<input type="checkbox"/> Seizures _____	<input type="checkbox"/> Dizziness or Headaches _____
<input type="checkbox"/> High Blood Pressure _____	<input type="checkbox"/> Heart Problems _____
<input type="checkbox"/> Respiratory Problems _____	<input type="checkbox"/> Allergies _____
<input type="checkbox"/> Visual or Hearing Problems _____	<input type="checkbox"/> Back or Muscle Problems _____
<input type="checkbox"/> Other physical handicaps, limitations, or health impairments _____	

Please check the appropriate statement, then sign this form and return it to your child's teacher. Thank you.

☐ My child, \_\_\_\_\_, has no physical or health related conditions that should limit his/her job placement.

☐ My child, \_\_\_\_\_, has the following limitations: \_\_\_\_\_  
and I feel he/she should not explore job sites in the area(s) of: \_\_\_\_\_

I have completed this health/medical information on my child to the best of my knowledge. I also understand that the CAST Office may require a doctor's evaluation of my child's health and fitness, if necessary, for participation and that I will be notified if this is required.

\_\_\_\_\_  
Signature of Parents/Guardians Who  
Completed This Form

\_\_\_\_\_  
Date

-----  
INSURANCE INFORMATION

In order to participate in some out-of-school activities your child must purchase accident/school insurance. Please send in the amount due beside the appropriate phase. Thank you.

<input type="checkbox"/> Phase II, III, & IV:	Non-paid students must purchase accident insurance through Project CAST.		
Amount due _____	Date paid _____	Teacher's Initials _____	
<input type="checkbox"/> Phase IV:	Students must purchase 24 hour school insurance as soon as they begin paid employment.		
Amount due _____	Date paid <u>156</u>	Teacher's Initials _____	

# PROJECT CAST



## DATA SHEET - PHASE I

Student's Name \_\_\_\_\_ D.O.B. \_\_\_\_\_  
 Handicapping Condition \_\_\_\_\_

### PHASE I - CAREER AWARENESS

Teacher \_\_\_\_\_ Year \_\_\_\_\_  
 School \_\_\_\_\_ Date Entered \_\_\_\_\_ Grade \_\_\_\_\_

#### 1. List field trips and guest speakers.

Field Trips	Guest Speakers

#### 2. Selection for exploration (occupation/site for Phase II)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

#### 3. Summer job? ☐ Yes ☐ No If yes, site/

occupation: \_\_\_\_\_

#### After school job? ☐ Yes ☐ No If yes,

site/occupation: \_\_\_\_\_

Assessment Data \_\_\_\_\_  
 Woodcock/Johnson \_\_\_\_\_  
 Grade Scores \_\_\_\_\_  
 Date \_\_\_\_\_  
 Reading \_\_\_\_\_  
 Math \_\_\_\_\_  
 Written \_\_\_\_\_  
 Language \_\_\_\_\_

#### Cast Inventory

Self Awareness \_\_\_\_\_  
 Occupational Knowledge \_\_\_\_\_  
 Job Amt \_\_\_\_\_  
 TOTAL \_\_\_\_\_  
 Date \_\_\_\_\_


#### Checkoff:

- ☐ Release
- ☐ Testing Permission
- ☐ VOC Eval. Unit (TAP)
- Date: \_\_\_\_\_
- ☐ Other Attendance

Total Excused \_\_\_\_\_  
 Total Unexcused \_\_\_\_\_

Social & Prevocational Information Battery \_\_\_\_\_  
 Total \_\_\_\_\_  
 Date \_\_\_\_\_



Student's Name \_\_\_\_\_ D.O.B. \_\_\_\_\_  
Handicapping Condition \_\_\_\_\_

Teacher \_\_\_\_\_ Date Entered 8 \_\_\_\_\_ Grade \_\_\_\_\_  
 School \_\_\_\_\_ Year \_\_\_\_\_

[illegible]

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

If yes, site/occupation: \_\_\_\_\_

If yes, site/occupation: \_\_\_\_\_

## Social & Prevocational Information Battery

**Total**  
**Date**

Self Awareness  
Occupational Knowledge  
Job Amt  
TOTAL  
Date


☐ Release  
☐ Testing Permission  
☐ VOC Eval. Unit  
Date: \_\_\_\_\_  
☐ Other Attendance

Total excused \_\_\_\_\_  
Total unexcused \_\_\_\_\_



Student's Name \_\_\_\_\_

D.O.B. \_\_\_\_\_

Handicapping Condition \_\_\_\_\_

## PHASE III – CAREER INVESTIGATION

School \_\_\_\_\_

Year \_\_\_\_\_

Teacher \_\_\_\_\_

Date Entered (Phase III) \_\_\_\_\_ Grade \_\_\_\_\_

## 1. Student-site information

	1	2	3	4	5	6
Occupation						
Site						
R P Evaluation						
Teacher Evaluation						
Student Evaluation						
Would Hire: <input type="checkbox"/> Yes <input type="checkbox"/> No						
Dates						

2. Selection for training: \_\_\_\_\_

3. Summer job? ☐ Yes ☐ No If yes, site/occupation: \_\_\_\_\_After school job? ☐ Yes ☐ No If yes, site/occupation: \_\_\_\_\_

## Assessment Data

Reading \_\_\_\_\_

## Cast Inventory

## Checkoff:

Woodcock/Johnson  
Grade Scores

Math \_\_\_\_\_

Self Awareness

☐ Release

Written

Occupational Knowledge

☐ Testing Permission

Language \_\_\_\_\_

Job Amt

☐ MedicalSocial and Prevocational  
Information Battery

C/A

TOTAL

☐ Other \_\_\_\_\_

Date

Date

Attendance \_\_\_\_\_

## PHASE IV – ON-THE-JOB TRAINING/WORKSTUDY

Student's Name \_\_\_\_\_

School \_\_\_\_\_

Date Entered (Phase IV) \_\_\_\_\_

Handicapping Condition \_\_\_\_\_

Teacher \_\_\_\_\_

Grade \_\_\_\_\_

## 1. Student-site information

	1	2
Occupation		
Site		
R P Evaluation		
Student Evaluation		
Salary		
Con't After Graduation <input type="checkbox"/> Yes <input type="checkbox"/> No		

## 2. Salable Skills

## 3. Upon graduation:

A. Offers (training job): \_\_\_\_\_

B. 6-month follow-up: \_\_\_\_\_

## 4. Contact with agencies (Voc. Rehab., CETA, etc.)

\_\_\_\_\_

## Letters of reference

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



CAREER AWARENESS  
REQUEST AND SCHEDULE FOR FIELD TRIP

Phase I

Teacher \_\_\_\_\_

Date due in Project Office \_\_\_\_\_

School \_\_\_\_\_

Date Received by Project CAST \_\_\_\_\_

OCCUPATIONAL CLUSTER REQUESTS – List by Priority 1-6

- |          |          |          |
|----------|----------|----------|
| 1. _____ | 3. _____ | 5. _____ |
| 2. _____ | 4. _____ | 6. _____ |

FIELD TRIP SCHEDULE

SITE: _____	CONTACT: _____	DATE: _____
Leave School _____	Arrive Site _____	PHONE: _____
		Leave Site _____

Site Information: \_\_\_\_\_

SITE: _____	CONTACT: _____	PHONE: _____
Leave School _____	Arrive Site _____	Leave Site _____

Site Information: \_\_\_\_\_

SITE: _____	CONTACT: _____	PHONE: _____
Leave School _____	Arrive Site _____	Leave Site _____

Site Information: \_\_\_\_\_



## REQUEST AND SCHEDULE FOR GUEST SPEAKERS

Phase I and II

Teacher \_\_\_\_\_

School \_\_\_\_\_

## REQUEST

Occupation \_\_\_\_\_

 \*\*Preferred Date and Time \_\_\_\_\_  
 (must be filled in)

Name of Person (if known) \_\_\_\_\_

Comments \_\_\_\_\_

## SCHEDULE

Confirmed Date and Time \_\_\_\_\_

Comments \_\_\_\_\_

Name/Phone Number \_\_\_\_\_

Evaluative Comments by Teacher \_\_\_\_\_

Title \_\_\_\_\_

## REQUEST

Occupation \_\_\_\_\_

 \*\*Preferred Date and Time \_\_\_\_\_  
 (must be filled in)

Name of Person (if known) \_\_\_\_\_

Comments \_\_\_\_\_

## SCHEDULE

Confirmed Date and Time \_\_\_\_\_

Comments \_\_\_\_\_

Name/Phone Number \_\_\_\_\_

Evaluative Comments by Teacher \_\_\_\_\_

Title \_\_\_\_\_

162

163





Phase II

## CAREER EXPLORATION

## REQUEST AND SCHEDULE FOR SHADOWING

1 2 3 4 5 6 7

office  
use only

Teacher \_\_\_\_\_

Date due in Project CAST Office \_\_\_\_\_

School \_\_\_\_\_

Date received by Project CAST Office \_\_\_\_\_

Date of Trip \_\_\_\_\_

Type of Transportation Needed (Check One)

Pick Up Time \_\_\_\_\_

☐ LIFT GATE BUS ☐ REGULAR BUS

STUDENT'S NAMES	3 JOBS REQUESTED	SELECTED SITE COMMENTS	R. P. NAME, ADDRESS AND PHONE NUMBER
	1. 2. 3.		
	1. 2. 3.		
	1. 2. 3.		
	1. 2. 3.		
	1. 2. 3.		
	1. 2. 3.		
	1. 2. 3.		
	1. 2. 3.		



# CAREER INVESTIGATION REQUEST FOR PLACEMENT

1 2 3 4 for office use only

Teacher: \_\_\_\_\_

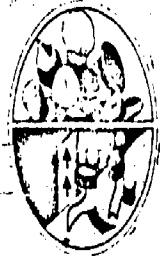
Date due in Project CAST Office: \_\_\_\_\_

Phase III

School: \_\_\_\_\_

Date received by Project CAST Office: \_\_\_\_\_

STUDENT'S (FULL) NAME	PLACEMENT SELECTION BY OCCUPATION			
	#1 CHOICE	#2 CHOICE	#3 CHOICE	PLACEMENT AND COMMENTS*
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.	165			166



Phase IV

# ON-THE-JOB-TRAINING/WORK STUDY REQUEST FOR PLACEMENT

TEACHER: \_\_\_\_\_

DATE SENT TO PROJECT CAST OFFICE: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

DATE RECEIVED BY PROJECT CAST OFFICE: \_\_\_\_\_

STUDENT'S NAME	SELECTED OCCUPATION	RESPONSIBILITIES		
		STUDENT	TEACHER	PROGRAM COORDINATOR
1.				
last				
first				
middle				
2.				
last				
first				
middle				
3.				
last				
first				
middle				

168

167





## CAREER INVESTIGATION STUDENT PLACEMENT AGREEMENT

### Phase III

I hereby give permission for \_\_\_\_\_ (student) to be placed  
at \_\_\_\_\_ (site) from \_\_\_\_\_ to \_\_\_\_\_ (date).

In accordance with program regulations I shall assume the responsibility of contacting the employer immediately in the event that my child is unable to attend the site on a given day. Should any problems arise with regard to my child's site placement or program participation I shall assume the responsibility of contacting the Phase III and IV Program Coordinator at 375-8171.

\_\_\_\_\_  
*Parent's Signature*

\_\_\_\_\_  
DATE

I will follow the rules and regulations that apply to my work experience as explained to me by my teacher and the Resource Person. I will tell my teacher about any problems that arise at the job site.

\_\_\_\_\_  
*Student's Signature*

\_\_\_\_\_  
DATE

I shall provide learning experiences necessary for this child's participation at the site. I shall assume the responsibility of contacting the teacher at \_\_\_\_\_ or notify the Project CAST office at 375-8171 should a problem arise at the site. I shall admit the teacher to the job site for the purposes of observing, monitoring, and evaluating student performance.

\_\_\_\_\_  
*Resource Person's Signature*

\_\_\_\_\_  
DATE

I shall perform the following tasks with relation to this child's participation at the experience site:

1. Monitor on-site progress/activities on a weekly basis (more frequently, if needed).
2. Provide educational experiences relevant to the site placement.
3. Communicate with parents on a regular basis with regard to student progress and in the event problems arise.
4. Communicate with the Resource Person on a regular basis and in the event a student-site problem arises.

\_\_\_\_\_  
*Teacher's Signature*

\_\_\_\_\_  
DATE

This agreement may be terminated by any participant in the event that an insoluble situation has occurred.

\_\_\_\_\_  
*Program Coordinator's Signature*

\_\_\_\_\_  
DATE



# ON-THE-JOB TRAINING/WORK STUDY STUDENT PLACEMENT AGREEMENT

## Phase IV

- (A) I hereby give permission for \_\_\_\_\_ (student) to be placed at \_\_\_\_\_ (site) from \_\_\_\_\_ to \_\_\_\_\_ (date).

In accordance with program regulations I shall assume the responsibility of contacting the employer immediately in the event that my child is unable to attend the site on a given day. Should any problems arise with regard to my child's site placement or program participation I shall assume the responsibility of contacting the Phase III and IV Program Coordinator at 375-8171. I am aware of the rate of pay which will be rendered to my child by the employer, during this On-The-Job Training and Work Study period.

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
DATE

- (B) I will follow the rules and regulations that apply to my work experience as explained to me by my teacher and the Resource Person. I will tell my teacher about any problems that arise at the job site.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
DATE

- (C) I shall provide learning experiences necessary for this child's participation at the site. I shall assume the responsibility of contacting the teacher at \_\_\_\_\_ or notify the Project CAST office at 375-8171 should a problem situation arise at the site. I shall admit the teacher to the job site for the purposes of observing, evaluating, and evaluating student performance. In accordance with child labor laws, I agree to pay \_\_\_\_\_ at the following rate: \_\_\_\_\_ for the time period designated in paragraph (a).

\_\_\_\_\_  
Employer's Signature

\_\_\_\_\_  
DATE

- (D) I shall perform the following tasks with relation to this child's participation at the experience:

1. Monitor on-site progress/activities on a weekly basis (more frequently, if needed).
2. Provide educational experiences relevant to the site placement.
3. Communicate with parents on a regular basis with regard to student progress and in the event problems arise.
4. Communicate with the Resource Person on a regular basis and in the event a student problem arises.

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
DATE

- (E) This agreement may be terminated by any participant in the event that an insubordinate situation has occurred.

\_\_\_\_\_  
Program Coordinator's Signature

\_\_\_\_\_  
DATE



## Phase III

 CAREER INVESTIGATION  
 SITE INFORMATION SHEET

Student \_\_\_\_\_

Teacher \_\_\_\_\_

School \_\_\_\_\_

Employer/Resource Person \_\_\_\_\_

 Site Name, Address, and  
 Telephone Number \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Approximate time of ARRIVAL \_\_\_\_\_ and DEPARTURE \_\_\_\_\_

First Day On Site \_\_\_\_\_

Last Day On Site \_\_\_\_\_

Month

M

W

Th

F


Appropriate Dress \_\_\_\_\_

Lunch Arrangements Bring? \_\_\_\_\_ Buy? \_\_\_\_\_ Other? \_\_\_\_\_

**STUDENTS:** Please remember to call the Resource Person if you are sick or unable to attend the job site!!

**EMPLOYER:** If student fails to call in please let the teacher know when he/she comes to monitor and report the student's attendance in your final evaluation at the end of the job site. Thank you!



## ON-THE-JOB TRAINING/WORK STUDY

SITE INFORMATION SHEET**Phase IV**

Student \_\_\_\_\_

Teacher \_\_\_\_\_

School \_\_\_\_\_

Employer/Resource Person \_\_\_\_\_

Site Name, Address, and  
Telephone Number \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

First Day On Site: \_\_\_\_\_

Last Day On Site: \_\_\_\_\_

Student will: Ride a Bus \_\_\_\_\_ Drive \_\_\_\_\_

Appropriate Dress \_\_\_\_\_

Bring Lunch \_\_\_\_\_ Buy Lunch \_\_\_\_\_

This student will be on-site every day except Wednesday.

Approximate time of arrival on-site \_\_\_\_\_

Approximate time of departure from site \_\_\_\_\_

\*\*\* Please remember to call the Resource Person  
if you are sick or unable to attend the job!!!

\*\*\*\* Employer, please report absences, where student fails to  
call, to the teacher. Thank you!

## SITE AND TRANSPORTATION S

19

Teacher ✓

School

Bus #

Time

[illegible]

In case of problems/emergency,  
notify:

Project CAST Office 375-8171

Edwin Keller Bus Service  
645-5166

DATES		Regular	Dropped
from	to	Bus #	from site
		174	

147

# PHASE I

## Career Awareness

### Learning Coordinator Field Trip Evaluation

(Fill out while on trip. Send to CAST Office immediately after trip.  
A copy will be returned to you. Thank you.)

Learning Coordinator \_\_\_\_\_ School \_\_\_\_\_

Date of Field Trip \_\_\_\_\_ Sites Visited \_\_\_\_\_

(rate student behavior as + ✓ -)

Student's Who Attended	Bus Behavior	Followed Teacher and Rp Directions	Asked Questions	Quality of Questions	Site Behavior	Attitude Towards Field Trip Experience	Comments
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							

+	✓	-

1. Group arrived on-time.
2. Group followed site rules.
3. Group behaved in an appropriate manner.
4. What did you share with the RP that was effective and not so effective? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
5. General comments about the sites visited.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
6. What pre-activities did you do to prepare students for this field trip and the occupational clusters they would see?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
7. What post-activities do you plan to do as a result of this field trip experience?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_





## Career Exploration

School \_\_\_\_\_ Teacher \_\_\_\_\_ Shadowing Date(s) \_\_\_\_\_

(Fill out while monitoring or next day. Send to CAST Office. A copy will be returned to you.) RATE STUDENT BEHAVIOR AS: + ✓

[illegible]

# PHASE I and/or II

## Learning Coordinator Evaluation of Guest Speaker Presentation

(Fill in right after the presentation. Send to CAST Office. We will return a copy to you.)

Learning Coordinator \_\_\_\_\_ School \_\_\_\_\_

Guest Speaker \_\_\_\_\_ Business \_\_\_\_\_

Date of Presentation \_\_\_\_\_ Phase \_\_\_\_\_

\*\*\* RATE STUDENT BEHAVIOR AS: + ✓ -

Students Who Attended	Asked Questions	Appeared Interested	Displayed Appropriate Behavior & Attitudes	Comments
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

I. The presentation was mostly:

- a. demonstration
- b. visual representation
- c. lecture
- d. a mix of the above

II. What did you share with the Guest Speaker about the quality of the presentation (what went well, not so well, etc.)?

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\*\*\* If more than 10 students attend the Guest Speaker Presentation, please use an additional page to list them. Thank you.



PHASE III  
PROJECT CAST

TEACHER MONITORING AND EVALUATION FORM

E = excellent  
A = adequate  
I = improvement  
needed  
U = unsatisfactory

STUDENT \_\_\_\_\_ SCHOOL \_\_\_\_\_

TEACHER \_\_\_\_\_ SITE \_\_\_\_\_

1. SITE INFORMATION	DATE				COMMENTS
RESOURCE PERSON					
METHOD OF CONTACT					
LIST STUDENT ACTIVITIES (P = performing O = observing)					
ARE TASKS APPROPRIATE?					
IS SUPERVISION ADEQUATE?					
STUDENT REPORTS IN & GETS STARTED					
STUDENT IS DRESSED APPROPRIATELY					
GROOMED APPROPRIATELY					
PREPARES MATERIALS & TOOLS					
COMPLETES ONE TASK & MOVES ON					
ASKS FOR ASSISTANCE WHEN NEEDED					
MONITORS WORK & MAKES CORRECTIONS					
DEMONSTRATES ACCEPTABLE ATTITUDES AND BEHAVIORS TOWARD:					
CO-WORKERS					
PUBLIC					
SUPERVISORS					
ACCEPTS CORRECTION APPROPRIATELY					
FOLLOWS SITE RULES (safety, breaks, etc.)					
WORKS AT ACCEPTABLE PACE FOR JOB					

FOOTNOTES:

2. ATTENDANCE:

WEEK OF	M	T	W	Th	F

ATTENDANCE SUMMARY:

\_\_\_\_\_ # Present (P)  
 \_\_\_\_\_ # Absent But Called (AB)  
 \_\_\_\_\_ # Unexcused (U)  
 \_\_\_\_\_ Overall Attendance  
 (E = 0 AB A = 1 AB  
 I = 2 AB/1 U  
 U = 3 AB/2 U)

3. ACTION PLANNING: Things To Work On

SKILLS	ASSIGNMENTS	IN SCHOOL	ON SITE	DATE

4. TEACHER SUMMARY: Please give an overall summary and evaluation of this site experience, including student's present ability and future potential, and your recommendations in this career area.



PHASE IV  
PROJECT CAST

TEACHER MONITORING AND EVALUATION FORM

E = excellent  
A = adequate  
I = improvement  
needed  
U = unsatisfactory

STUDENT \_\_\_\_\_

SCHOOL \_\_\_\_\_

TEACHER \_\_\_\_\_

SITE \_\_\_\_\_

Phase IV students who are performing well should be monitored a minimum of one time per month in person and one time per month on the phone. When problems arise, additional monitoring is expected to initiate solutions and follow-up on them.

1. SITE INFORMATION	DATE	COMMENTS
RESOURCE PERSON		
METHOD OF CONTACT		
LIST DUTIES STUDENT PERFORMS:		
ARE TASKS APPROPRIATE?		
IS SUPERVISION ADEQUATE?		
DUTIES STUDENT WILL MOVE ON TO:		
ATTENDANCE: E = 100% A = 1AB I = 2AB/IU U = 3AB/2U		
STUDENT REPORTS IN & GETS STARTED		
STUDENT IS DRESSED APPROPRIATELY		
GROOMED APPROPRIATELY		
PREPARES MATERIALS & TOOLS		
COMPLETES ONE TASK & MOVES ON		
ASKS FOR ASSISTANCE WHEN NEEDED		
MONITORS WORK & MAKES CORRECTIONS		
ACCEPTABLE ATTITUDES & BEHAVIORS		
ACCEPTS CORRECTION APPROPRIATELY		
FOLLOWS SITE RULES (safety, etc.)		
WORKS AT ACCEPTABLE PACE FOR JOB		

FOOTNOTES:

2. ATTENDANCE:

Month of \_\_\_\_\_

WEEK OF:	M	T	W	Th	F

ATTENDANCE SUMMARY:

\_\_\_\_\_ # Days Present (P)

\_\_\_\_\_ # Days Absent But Called (AB)

\_\_\_\_\_ # Days Unexcused (U)

3. ACTION PLANNING: Things To Work On

SKILLS	ASSIGNMENTS	IN SCHOOL	ON SITE	DATE

4. PROBLEM SOLVING:

DATE	PROBLEM	INTERVENTION	RESULTS/DATE

5. TEACHER SUMMARY:



## PHASE I

## CAREER AWARENESS

Resource Person Field Trip Evaluation

Business \_\_\_\_\_ Date of Field Trip \_\_\_\_\_

Resource Person \_\_\_\_\_ School \_\_\_\_\_

RATE GROUP BEHAVIOR AS + ✓ -

1. The group arrived on time.
2. The group followed site rules.
3. The group's behavior and attitude was appropriate.
4. The teacher controlled group and individual student behavior.
5. The teacher promoted student questioning and interest in the site.
6. The students asked general and work related questions.
7. The Resource Person and teacher had an opportunity to talk about the effectiveness of the visit to your site.

+	✓	-

\_\_\_\_\_ yes \_\_\_\_\_ no

General Comments (what do you feel went well, not so well, and suggestions for future visits)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please return to Project CAST as soon as possible in the enclosed envelope. Thank you very much for your assistance.





## PHASE II-

### CAREER EXPLORATION

#### Resource Person Shadowing Evaluation

Business \_\_\_\_\_ Student \_\_\_\_\_

Resource Person \_\_\_\_\_ School \_\_\_\_\_

Date of Shadowing Experience \_\_\_\_\_

RATE STUDENT BEHAVIOR AS + ✓ -

1. The student introduced him/herself to you.
2. The student was dressed and groomed appropriately.
3. The student observed the employee.
4. The student had an opportunity to try-out a few tasks.
5. The student asked questions related to the job.
6. The student followed any directions given.
7. The student's attitude and behavior was appropriate.
8. The student related well to you and others.
9. The student appeared interested.
10. Your general impression of the student.

+	✓	-

A. If the student was a 'no show' were you notified in advance.

B. Did the teacher visit the site during the day to observe.

C. Did you and the teacher have an opportunity to discuss the effectiveness of this shadowing experience for this student?

yes	no

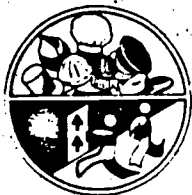
General Comments (what do you feel went well, not so well, and suggestions concerning the student or for future shadowings at your job site)

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Please return to the Project CAST Office in the enclosed envelope. The information you give is extremely useful to us, the teacher, and student. Thank you very much for your assistance.



## PHASE I and/or II

Resource Person Guest Speaker Evaluation

Business \_\_\_\_\_ Resource Person \_\_\_\_\_

School \_\_\_\_\_ Teacher \_\_\_\_\_

Date of Guest Speaking \_\_\_\_\_

-----  
RATE GROUP BEHAVIOR AS + ✓ -

1. The teacher and students were prepared for your arrival.
2. The group displayed the appropriate behavior and attitude.
3. Students asked questions related to your business.
4. The teacher promoted student interest and questioning.
5. The teacher and you had an opportunity to talk about the effectiveness of the presentation for this group of students.

+	✓	-

A. Was your presentation mostly:

1. demonstration
2. visual representation
3. lecture
4. a mix of the above

B. Did you discuss:

1. specific aspects of your job
2. general information about the many kinds of jobs at your business site
3. \_\_\_\_\_

C. Comments about what you feel went well, not so well, student interest level, any suggestions for future guest speaking events . . .

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Please return to Project CAST as soon as possible in the enclosed envelope. Thank you very much for your assistance.



### Phase III

## PROJECT CAST

### CAREER INVESTIGATION

### RESOURCE PERSON/STUDENT EVALUATION

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Resource Person: \_\_\_\_\_

Site: \_\_\_\_\_

NOTE: To be completed by Resource Person at the end of each site placement.

AREA

excellent	adequate	improvement needed	unsatisfactory
-----------	----------	-----------------------	----------------

COMMENTS

#### ATTENDANCE/PUNCTUALITY

Attends site as scheduled				
"Reports in" to begin activities upon arrival				
Calls or notifies when absent				

#### APPEARANCE

Dresses appropriately				
Groomed appropriately				

#### TASK PERFORMANCE

Prepares tools and materials for work				
Finished first task and moves to second or asks for more work				
Asks for help when needed				
Recognizes errors and fixes them				

#### OTHER

Behavior and attitude toward others:				
co-workers				
public				
supervisors				
Behaves in an acceptable manner when given evaluative comments				
Follows site rules				

Please list the job tasks that the student has learned to perform on your site.  
Check (✓) whether he/she can do them independently or with your help only.

	Can do all by his/her self.	Can do with your help.
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

THIS IS NOT AN OFFER OF EMPLOYMENT, BUT . . . . .  
If you could, would you hire \_\_\_\_\_? \_\_\_\_\_ yes \_\_\_\_\_ no  
Would you be willing to have \_\_\_\_\_ list you as a job  
reference when he/she begins looking for paid employment?  
yes \_\_\_\_\_ no \_\_\_\_\_

COMMENTS:

Please return to Project CAST as soon as possible in the enclosed envelope.

Thank you very much for your assistance.



## Phase IV

### PROJECT CAST

### ON-THE-JOB TRAINING/WORK STUDY RESOURCE PERSON/STUDENT EVALUATION

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Resource Person: \_\_\_\_\_

Site: \_\_\_\_\_

NOTE: To be completed by Resource Person at the end of each site placement.

AREA

excellent

adequate

improvement  
needed

unsatisfactory

COMMENTS

#### ATTENDANCE/PUNCTUALITY

Attends site as scheduled					
"Reports in" to begin activities upon arrival					
Calls or notifies when absent					

#### APPEARANCE

Dresses appropriately					
Groomed appropriately					

#### TASK PERFORMANCE

Prepares tools and materials for work					
Finished first task and moves to second or asks for more work					
Asks for help when needed					
Recognizes errors and fixes them					

#### OTHER

Behavior and attitude toward others:					
co-workers					
public					
supervisors					
Behaves in an acceptable manner when given evaluative comments					
Follows site rules					



Please list the job tasks that the student has learned to perform on your site. Please check ( ✓ ) whether he/she can do them independently or with your help only.

	Can do all by his/her self.	Can do with your help.
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

1. Which phrase below best describes the extent to which this student acquired job skills needed for employment? (check only one)

The student:

- ☐ a. has skills that make him/her immediately employable in this occupation
- ☐ b. has acquired many skills but still needs a little more training
- ☐ c. requires much more training before he/she is ready for employment
- ☐ d. does not show the aptitude or ability to acquire the skills needed for this occupation



2. If you answered "d" to question 1, do you think that there are other jobs in this career field in which the student could succeed?

\_\_\_\_\_ yes \_\_\_\_\_ no

If you answered "yes", please specify the job or jobs you have in mind.

---

3. With regard to basic education skills (e.g., reading, arithmetic, spelling, writing) necessary for the job, this student:

- \_\_\_\_\_ a. performed as well as he/she needed to  
\_\_\_\_\_ b. was weak in certain areas  
\_\_\_\_\_ c. needs to improve greatly in order to work at this kind of job

4. Please assume that business or economic conditions permitted and that you had job positions open and the authority to fill them. Which phrase below best describes your opinion of the student. Remember we are not asking you for a commitment.

- \_\_\_\_\_ a. I would not hesitate to offer this student a job.  
\_\_\_\_\_ b. I would possibly offer a job to the student after he/she had more training.  
\_\_\_\_\_ c. I would not offer a job to the student because I don't think that he/she can acquire the necessary job skills.  
\_\_\_\_\_ d. I would not offer a job to the student for reasons other than inadequate job skills (for example, work habits).

Comments:

Please return to Project CAST as soon as possible in the enclosed envelope.

Thank you very much for your assistance.

## PHASE I

STUDENT \_\_\_\_\_

TEACHER \_\_\_\_\_

SCHOOL \_\_\_\_\_

Specific Site Name \_\_\_\_\_

Date of Field Trip \_\_\_\_\_

1. Did you like this site?
2. Would you like to learn more about this site?  
Which part?
3. What types of jobs did you see at this site?
4. Name several duties an employee performed on the job.
5. Name one thing you know now that you didn't know before you visited this site.

Specific Site Name \_\_\_\_\_

Date of Field Trip \_\_\_\_\_

1. Did you like this site?
2. Would you like to learn more about this site?  
Which part?
3. What types of jobs did you see at this site?
4. Name several duties an employee performed on the job.
5. Name one thing you know now that you didn't know before you visited this site.

Specific Site Name \_\_\_\_\_

Date of Field Trip \_\_\_\_\_

1. Did you like this site?
2. Would you like to learn more about this site?  
Which part?
3. What types of jobs did you see at this site?
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5. Name one thing you know now that you didn't know before you visited this site.

-----  
Specific Site Name \_\_\_\_\_ Date of Field Trip \_\_\_\_\_

1. Did you like this site?
2. Would you like to learn more about this site?  
Which part?
3. What types of jobs did you see at this site?
4. Name several duties an employee performed on the job.
5. Name one thing you know now that you didn't know before you visited this site.

-----  
Specific Site Name \_\_\_\_\_ Date of Field Trip \_\_\_\_\_

1. Did you like this site?
2. Would you like to learn more about this site?  
Which part?
3. What types of jobs did you see at this site?
4. Name several duties an employee performed on the job.
5. Name one thing you know now that you didn't know before you visited this site.

-----  
Specific Site Name \_\_\_\_\_ Date of Field Trip \_\_\_\_\_

1. Did you like this site?
2. Would you like to learn more about this site?  
Which part?
3. What types of jobs did you see at this site?
4. Name several duties an employee performed on the job.
5. Name one thing you know now that you didn't know before you visited this site.

# CAREER KNOWLEDGE AND PREFERENCE INFORMATION SHEET (SUMMARY SHEET)

## PHASE II

STUDENT \_\_\_\_\_

TEACHER \_\_\_\_\_

SCHOOL \_\_\_\_\_

SITE \_\_\_\_\_

JOBS \_\_\_\_\_

(Circle job related to question)

1. Did you like this job?
2. Would you like to learn more about this job?  
Which part?
3. Name one thing you liked about this job.
4. Name one thing you didn't like about this job.
5. Name one thing you know now that you didn't know before you visited this job.
6. What school subject(s) would be important to be able to do this job?
7. Can you see yourself in this job? Why? Why not?

SITE \_\_\_\_\_

JOBS \_\_\_\_\_

(Circle job related to question)

1. Did you like this job?
2. Would you like to learn more about this job?  
Which part?
3. Name one thing you liked about this job.
4. Name one thing you didn't like about this job.
5. Name one thing you know now that you didn't know before you visited this job.
6. What school subject(s) would be important to be able to do this job?
7. Can you see yourself in this job? Why? Why not?

SITE \_\_\_\_\_

JOBS \_\_\_\_\_

(Circle job related to question)

1. Did you like this job?
  2. Would you like to learn more about this job?  
Which part?
  3. Name one thing you liked about this job.
  4. Name one thing you didn't like about this job.
  5. Name one thing you know now that you didn't know before you visited this job.
  6. What school subject(s) would be important to be able to do this job?
  7. Can you see yourself in this job? Why? Why not?
- 

SITE \_\_\_\_\_

JOBS \_\_\_\_\_

(Circle job related to question)

1. Did you like this job?
  2. Would you like to learn more about this job?  
Which part?
  3. Name one thing you liked about this job.
  4. Name one thing you didn't like about this job.
  5. Name one thing you know now that you didn't know before you visited this job.
  6. What school subject(s) would be important to be able to do this job?
  7. Can you see yourself in this job? Why? Why not?
- 

SITE \_\_\_\_\_

JOBS \_\_\_\_\_

(Circle job related to question)

1. Did you like this job?
2. Would you like to learn more about this job?  
Which part?
3. Name one thing you liked about this job.
4. Name one thing you didn't like about this job.
5. Name one thing you know now that you didn't know before you visited this job.
6. What school subject(s) would be important to be able to do this job?
7. Can you see yourself in this job? Why? Why not?



PROJECT CAST  
CAREER INVESTIGATION  
Student Evaluation Form

PHASE III

Date \_\_\_\_\_

STUDENT \_\_\_\_\_

SITE \_\_\_\_\_

TEACHER \_\_\_\_\_

RESOURCE PERSON \_\_\_\_\_

**DIRECTIONS:** Teacher should read and explain items, marking responses when appropriate.

1. SITE EVALUATION - What did you do?

I tried many different job tasks.

yes      kind of      no

What job (or jobs) did you learn to do?

The RP seemed interested in teaching me.

yes      kind of      no

The people at the job treated me like an adult.

yes      kind of      no

I would recommend this site to a friend.

yes      kind of      no

2. OCCUPATIONAL KNOWLEDGE - How much do you know about this job?

How much does this job pay to start?

What school subjects are important in this job?

What special training do you need to get this job?

What special license or certificate do you need to get this job?

How much experience do you need to get this job?

Is this a Union job?

Where else could you work and do this same job?

Do you think there will be many job openings in this career when you are out of school?

yes      some      no

Circle all the words that seem to fit this job.      YOU MIGHT WORK

alone      with other people      day-time      night-time      inside      outside

Sunday      Monday      Tuesday      Wednesday      Thursday      Friday      Saturday

Holidays      fast      slow      busy      lifting      sitting      standing      bending

3. CAREER EVALUATION - Do you like this job?

Name two things that you LIKE about this job.

Name two things you DON'T like.

Do you like this job enough to work full-time every day.

yes      kind of      no

Would you like to do this job as a Phase IV student?

yes      kind of      no

	very good	need to improve	poor
4. SELF EVALUATION - How well do you do?			
I attend site regularly.			
I report in and get started right away.			
I call the teacher and RP when I'm absent.			
I come dressed properly for my job.			
I am always clean and groomed properly.			
I can go get the materials I need to do a specific task.			
When I finish one task, I move on to another or ask for something else to do.			
I ask for help when I need it.			
I check my own work and make corrections when I see mistakes.			
I have acceptable attitudes/behaviors toward:			
co-workers.			
public or customers			
supervisors			
I listen carefully when someone in charge corrects my work.			
I follow all rules for safety, lunch breaks, and other things.			
I can work as fast as the other workers.			
I can do this job right now as well as the paid employees.			
With more training I can do this job as well as the other workers.			



## PROJECT CAST

## ON-THE-JOB TRAINING

Student Site Evaluation Form

PHASE IV

Date \_\_\_\_\_

STUDENT \_\_\_\_\_ SITE \_\_\_\_\_

TEACHER \_\_\_\_\_ RESOURCE PERSON \_\_\_\_\_

*DIRECTIONS: Teacher should read and explain items, marking responses when appropriate.*

## 1. SITE EVALUATION - What do you do?

The RP seems interested in teaching me.	yes	kind of	no
People at the site treat me like an adult.	yes	kind of	no
I have tried several job tasks.	yes	kind of	no
I have learned things I didn't know before.	yes	kind of	no
What job (or jobs) do you do now?			
I would recommend this site to a friend.	yes	kind of	no

## 2. OCCUPATIONAL KNOWLEDGE - How much do you know about this job?

What could you learn in school that would help you do your job better?	
Where else could you work and do this same job?	
What are some safety rules at work?	
If you keep working at this place what other jobs could you advance to?	
What extra training or experience would you need to advance in this job?	
Who is your boss and what is his/her job title?	
Who is your boss' supervisor and what is his/her job title?	
Who is in charge of the whole business?	

Circle all the words that could fit your job. YOU MIGHT WORK. \_\_\_\_\_

alone    with other people    day-time    night-time    inside    outside  
Sunday    Monday    Tuesday    Wednesday    Thursday    Friday    Saturday  
Holidays    fast    slow    busy    lifting    sitting    standing    bending



### 3. CAREER EVALUATION - Do you like this career?

Name two things you LIKE about this job:

Name two things you DON'T like.

When you finish your Phase IV experience, would you:

Try to keep this job. yes no

Look for the same job in a different place. yes no

Look for a different job. yes no

What other jobs do you think you are able to do right now?

In what job would you like more training?

### 4. SELF EVALUATION - How well are you doing?

(RATE YOURSELF BY CHECKING THE COLUMN THAT BEST FITS YOU.)

	very good	need to improve	poor.
I attend work regularly.			
I report in and get started right away.			
I call in when I'm absent.			
I come dressed properly for my job.			
I am always clean and groomed properly.			
I can go get the things I need to do my jobs.			
When I finish one thing, I move on to another or ask for something else to do.			
I ask for help when I need it.			
I check my own work and fix any mistakes.			
I have a good attitude and behavior at work.			
I listen when my boss corrects my work.			
I follow all rules (safety, lunch breaks, etc.).			
I can work as fast as the other workers.			
I can do this job as well as the other workers.			
With more training, I could do this job as well as the other workers.			

PHASE I SURVEY

BECAUSE OF PROJECT CAST:

I think  
this is  
mostly  
true

I think  
this is  
mostly  
not true

1. I like going to school more than I used to.
2. I know more about the world of work than I learned before.
3. I have started to learn about many different kinds of jobs.
4. I became more aware that jobs have many duties.
5. I talk with my parents about different kinds of jobs.
6. I feel better about myself.
7. The program was worth my time.

Better than  
my past school  
experiences

The same as  
my past school  
experiences

Worse than  
my past school  
experiences

8. Project CAST was:

PHASE II SURVEY

BECAUSE OF PROJECT CAST:

	I think this is mostly true	I think this is mostly not true,
1. I like going to school more than I used to.	_____	_____
2. I know more about the world of work than I learned before.	_____	_____
3. I started learning about specific jobs.	_____	_____
4. I learned a lot about working with other people.	_____	_____
5. I started to learn about what kinds of jobs I like.	_____	_____
6. I started to learn about what kinds of jobs I didn't like.	_____	_____
7. I learned that some of my school classes are necessary for the type of jobs I liked.	_____	_____
8. I worked closer with my teacher.	_____	_____
9. I talk with my parents about what kind of job I would like more than I did before.	_____	_____
10. I feel better about myself.	_____	_____
11. The program was worth my time.	_____	_____
12. The people at the sites took an interest in helping me do and understand the job.	_____	_____

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PHASE III/IV STUDENT SURVEY

I think this  
is mostly  
true.

I think this  
is mostly  
not true.

BECAUSE OF PROJECT CAST:

1. I like going to school more than I used to.
2. I know more about the world of work than I did before.
3. I was able to go to the sites that I wanted.
4. I started getting skills I could use to get a job.
5. I learned a lot about working with other people.
6. I worked closer with my teacher.
7. I will have a better chance of getting a job.
8. I talk with my parents about what kind of job I would like more than I did before.
9. I have a better idea about what I want to do when I graduate.
10. I feel better about myself.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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11. The program was worth my time.

12. The people at the sites took  
an interest in helping me do,  
and understand the job.

Better than  
my past school  
experiences

The same as  
my past school  
experiences

Worse than  
my past school  
experiences

13. Project CAST was:

NAME \_\_\_\_\_

SCHOOL \_\_\_\_\_

DATE \_\_\_\_\_

## CAST JOB TITLES

Some sites for jobs in the following areas have already been developed. Additional sites will be developed whenever possible, so encourage your students to request any job that truly interests them. The asterisk (\*) indicates difficulty in obtaining placement. For your information and reference, a breakdown of career clusters, from the JOB-O Dictionary, and a sample list of types of businesses participating in Project CAST have been provided.

### ANIMAL CARETAKER

- kennel
- horse farm
- livestock
- veterinary assistant

### APPLIANCE REPAIR

- tv repair

### ARTS AND CRAFTS/FINE ARTS

- ceramics
- sign graphics
- florist
- jewelry repair
- taxidermy
- photography

### AUTOMOTIVE

- sales person
- parts clerk
- tire service attendant
- service station (pump) attendant
- auto body repair

BEAUTICIAN

"observe" only  
help with stocking

CASHIER

grocery  
department store  
specialty store  
counter person (food)  
drug store

CHILD CARE

teacher's aide  
\* bus aide  
day care worker

CLERICAL

secretary assistant  
mail room clerk  
\* switchboard operator  
collator

\* CONSTRUCTION (liability)

CUSTODIAL/HOUSEKEEPING

school  
store  
business  
restaurant  
fast food  
motel/hotel  
nursing home

\* DRIVER

local delivery assistant

ENGINE REPAIR - Other

boat

lawnmower

FOOD SERVICE

cook assistant

waiter/waitress

busboy

dishwasher

counter person

HEALTH CARE

nurse aide in nursing home

veterinary assistant

HORTICULTURE

greenhouse worker

LABOR

water treatment plant operator

sewage line repair and maintenance

highway maintenance

\* golf course maintenance

plant maintenance (school/hotel)

\* MOTORCYCLE REPAIR

PRINTING

pressroom assistant

RECREATION

school PE aide

spa attendant



## STOCK

large department store (which area?).

small specialty store (clothing, shoes, sports,  
records, cameras, etc. - which one?)

large grocery store (which area?)

\* small grocery store

drug store

lumber yard

home center store

warehouse

SAMPLE LIST OF TYPES OF BUSINESSES CURRENTLY WORKING WITH PROJECT CAST

Airport	Construction
Appliance and Hardware Stores	Convenience Stores
Auto Body	Court House
Auto Electric	Dairy
Auto Mechanics	Dentist
Auto Parts	Department of Public Works
Bakeries	Department of Transportation
Banks	Department of Sanitation
Board of Education	Department Stores
Boat Sales	Drug Stores
Book Stores	Electric Company
Bottling Company	Electricians
Bricklaying	Environmental Management
Business Supply Company	Farming
Butcher	Fast Food Service
Camera and Photography Equipment	Fire Department
Car Dealerships	Fitness Centers
Carpenters	Florists
Carpet and Drapery Company	Forest Service
Car Wash	Funeral Homes
Child Care Centers	Furniture Companies
Cleaners	Gas Stations
Clerical/Secretarial	Glass Companies
Clothiers	Graphic Art Company
Commercial Art	Grocery Store Chains
Commercial Signs	Hair Stylists
Community College	Health Department

# SAMPLE LIST OF TYPES OF BUSINESSES CURRENTLY WORKING WITH PROJECT CAST

Heating and Air Conditioning

Hospitals

Jewelers

Kennels

Landscaping

Laundries

Law Enforcement Agencies

Law Office

Leisure and Recreation Organizations

Libraries

Lumber Company

Marinas

Marine Research Lab

Metal and Scrap Company

Military

Newspapers

Nurseries

Nursing Home

Oil Company

Painters

Paper Recycling

Parks and Recreation

Pest Control

Pet Stores

Phone Sales

Post Offices

Printing Companies

Radio Station

Real Estate

Rescue Squad

Regional Parks

Restaurants

Roofing

Sand and Gravel Company

Sheet Metal

Shoe Sales

Speciality Shops

Storage Company

Surveyors

Taxidermist

Telephone Company

Tile and Carpet Installation

Tire Company

Truckers

Truck and Large Machinery Sales and Repair

TV Station

Upholstery

Used Car Sales

Veterinary Clinics

Warehousing and Distribution Centers

Welding

Wildlife Administration

## FIFTEEN OCCUPATIONAL CLUSTERS

The U.S. Office of Education has grouped all jobs into 15 different groups called clusters. Below are the 15 clusters and some careers in each cluster.

Are your careers listed below? If not, in which clusters do you think they belong?

### AGRICULTURE (AGRI-BUSINESS)



Farmer  
Wildlife & Conservation Technician  
Agronomist  
Horse Breeder  
Agricultural Engineer  
Entomologist

### BUSINESS & OFFICE



Accountant  
Computer Programmer  
Bank Teller  
Receptionist  
Bookkeeper  
Insurance Underwriter

### HEALTH



Medical Technician  
Practical Nurse  
Audiologist  
Veterinarian  
Physical Therapist  
Dental Hygienist

### PUBLIC SERVICE



Teacher  
Lawyer  
Armed Forces  
Fire Fighter  
F.B.I. Agent  
Census Clerk

### NATURAL RESOURCES & ENVIRONMENT



Urban Planner  
Forest Ranger  
Geodesist  
Sociologist  
Soil Conservationist  
Environmental Engineer

### COMMUNICATION & MEDIA



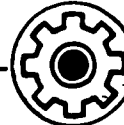
Television Producer  
Technical Writer  
Graphic Artist  
Cameraperson  
Stage Hand  
Disc Jockey

### HOSPITALITY & RECREATION



Stunt Man  
Recreation Specialist  
Hotel Manager  
Ski Instructor  
Professional Athlete  
Chef

### MANUFACTURING



Tool Designer  
Millwright  
Electrical Engineer  
Machinist  
Foreman  
Sheet Metal Worker

### MARKETING & DISTRIBUTION



Market Researcher  
Mail/Stockroom Clerk  
Salesperson  
Retail Store Manager  
Statistical Typist  
Newspaper Circulation Manager

### MARINE SCIENCE



Fish Culturist  
Oceanographer  
Aquanaut  
Hydrologist  
Marine Biologist  
Research Technician

### PERSONAL SERVICES



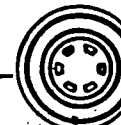
Tailor  
Waiter/Waitress  
Travel Guide  
Cosmetologist  
Marriage Counselor  
Masseur/Masseuse

### CONSTRUCTION



Carpenter  
Surveyor  
Pipefitter  
Stonemason  
Draftsman  
Architectural Engineer

### TRANSPORTATION



Airplane Pilot  
Cab Driver  
Air Traffic Controller  
Merchant Marine  
Truck Driver  
Steward/Stewardess

### CONSUMER EDUCATION & HOME ECONOMICS



Homemaker  
Dietician  
Credit Manager  
Home Economist  
Nutritionist  
Consumer Affairs Manager

### FINE ARTS & HUMANITIES



Clothing Designer  
Historian  
Astronomer  
Cartoonist  
Playright  
Opera Singer

# TOMORROW'S JOBS BY CLUSTERS

(A LIST OF SELECTED JOB TITLES WHERE EMPLOYMENT PROSPECTS ARE GOOD)

(As used in THE OCCUPATIONAL OUTLOOK HANDBOOK)

## ART, DESIGN AND COMMUNICATIONS OCCUPATIONS

Actor  
Actress  
Architect  
Artist, Commercial  
Dancer  
Display worker  
Floral designer  
Industrial designer  
Interior designer  
Interpreter  
Landscape architect  
Musician  
Newspaper reporter  
Photographer  
Radio announcer  
Ringer  
Television announcer  
Technical writer

## CONSTRUCTION OCCUPATIONS

Bricklayer  
Carpenter  
Cement mason  
Construction laborer  
Drywall installer and finisher  
Electrician, Construction  
Elevator constructor  
Floor covering installers  
Glaziers  
Insulation worker  
Ironworker  
Lather  
Marble setter  
Operating Engineer  
Painter  
Paperhanger  
Plasterer  
Plumber and pipefitter  
Roofer  
Sheet-metal worker  
Stonemason  
Terrazzo worker  
Tiesetter

## EDUCATION OCCUPATIONS

College teacher  
Elementary teacher  
Kindergarten teacher  
Librarian  
Library technician  
Secondary teacher  
Teacher Aide

## HEALTH OCCUPATIONS

Audiologist  
Chiropractor  
Dental assistant  
Dental hygienist  
Dental laboratory technician  
Dentist  
Dietician  
Dispensing optician  
Electrocardiograph technologist  
Electrocardiograph technician

## HEALTH OCCUPATIONS (CONT.)

Electroencephalographic technologist  
Electroencephalographic technician  
Emergency medical technician  
Health service administrator  
Licensed practical nurse  
Medical laboratory worker  
Medical record administrator  
Medical record technician  
Medical record clerk  
Nursing aide  
Nursing attendant  
Occupational therapist  
Occupational therapy assistant  
Orderly  
Operating room technician  
Optometric assistant  
Optometrist  
Osteopathic physician  
Pharmacist  
Physical therapist assistant  
Physical therapist  
Physician  
Podiatrist  
Radiologic technologist  
Registered nurse  
Respiratory therapy worker  
Speech pathologist  
Veterinarian

## INDUSTRIAL PRODUCTION OCCUPATIONS

All-round machinist  
Assembler  
Automobile painter  
Bindery worker  
Blacksmith  
Blue-collar worker supervisor  
Boilermaking worker  
Boiler tender  
Bookbinder  
Compositor  
Coremaker  
Electroplater  
Electrotyper  
Ergo shop worker  
Furniture upholsterer  
Inspector (manufacturing)  
Instrument maker  
Lithographer  
Machine tool operator  
Machining worker  
Millwright  
Molder  
Motion picture projectionist  
Ophthalmic laboratory technician  
Patternmaker  
Photoengraver  
Photographic laboratory worker  
Power truck operator  
Printing press operator  
Production painter  
Setup worker  
Stationary engineer

## INDUSTRIAL PRODUCTION OCCUPATION (CONT.)

Stereotyper  
Tool-and-die maker  
Water treatment plant operator  
Welder

## MECHANICAL AND REPAIR OCCUPATIONS

Air-conditioning mechanic  
Appliance repairer  
Automobile body repairer  
Automobile mechanic  
Boat-engine mechanic  
Bowling-pin-machine mechanic  
Bus mechanic  
Business machine repairer  
Computer service technician  
Diesel mechanic  
Electric sign repairer  
Farm equipment mechanic  
Industrial machinery repairer  
Instrument repairer  
Jeweler  
Locksmith  
Maintenance electrician  
Motorcycle mechanic  
Organ tuner and repairer  
Piano tuner and repairer  
Radio service technician  
Shoe repairer  
Telephone central office craft worker  
Telephone central office equipment installer  
Telephone line installer  
Telephone cable splicer  
Telephone and PBX installer  
Television service technician  
Truck mechanic  
Vending machine mechanic  
Watch repairer

## OFFICE OCCUPATIONS

Accountant  
Actuary  
Advertising worker  
Bank clerk  
Bank officer  
Bank manager  
Bank teller  
Broker, Insurance  
Buyer  
Cashier  
City manager  
Claim representative  
Collection worker  
College student personnel worker  
Computer operating worker  
Credit manager  
File clerk  
Hotel office clerk  
Hotel manager  
Industrial traffic manager  
Insurance agent  
Labor relations worker  
Lawyer

## OFFICE OCCUPATIONS (CONT.)

Marketing research worker  
Office machine operator  
Personnel relations worker  
Postal clerk  
Programmer  
Public relations worker  
Purchasing agent  
Receiving clerk  
Receptionist  
Secretary  
Shipping clerk  
Statistical clerk  
Stenographer  
Stock clerk  
Systems analysts  
Typist  
Underwriter  
Urban planner

## SALES OCCUPATIONS

Agent, Real Estate  
Agent, Travel  
Automobile parts counter worker  
Automobile sales worker  
Automobile service advisor  
Gasoline Service station attendant  
Manufacturers sales worker  
Model  
Retail trade sales worker  
Route driver  
Securities sales worker  
Wholesale trade sales worker

## SCIENTIFIC AND TECHNICAL OCCUPATIONS

Aerospace engineer  
Agricultural engineer  
Astronomer  
Biochemist  
Biomedical engineer  
Broadcast technician  
Ceramic engineer  
Chemical engineer  
Chemist  
Civil engineer  
Crafter  
Electrical engineer  
Engineering technician  
Engineer  
Food scientist  
Forester  
Forestry technician  
Geologist  
Geophysicist  
Industrial engineer  
Life scientist  
Mathematician  
Mechanical engineer  
Metallurgical engineer  
Meteorologist  
Mining engineer  
Oceanographer  
Petroleum engineer  
Physicist  
Range manager  
Science technician  
Soil conservationist  
Soil Scientist  
Statistician  
Surveyor

## SERVICE OCCUPATIONS

Barber  
Bartender  
Bellhop  
Bell captain  
Building custodian  
Chef  
Construction inspector  
Cook  
Correction officer  
Cosmetologist  
Dining room attendant  
Dishwasher  
Embalmer  
F.B.I. agent  
Firefighter  
Food counter worker  
Funeral director  
Guard  
Health inspector  
Hotel housekeeper  
Mail carrier  
Meatcutter  
Occupational safety and health worker  
Pest controller  
Police officer  
Private household worker  
State police officer  
Telephone operator  
Waiter  
Waitress

## SOCIAL SCIENTIST OCCUPATIONS

Anthropologist  
Economist  
Geographer  
Historian  
Political scientist  
Psychologist  
Sociologist

## SOCIAL SERVICE OCCUPATIONS

College career planning counselor  
College placement counselor  
College student personnel worker  
Cooperative extension service worker  
Employment counselor  
Home economist  
Homemaker-home health aids  
Leisure service worker  
Minister, Protestant  
Park service worker  
Priest, Roman Catholic  
Rabbi  
Recreation service worker  
Rehabilitation counselor  
School counselor  
Social service aide  
Social worker

## TRANSPORTATION OCCUPATIONS

Air traffic controller  
Airplane mechanic  
Airplane pilot  
Brake operator  
Conductor  
Flight attendant  
Intercity bus driver  
Local bus driver

## TRANSPORTATION OCCUPATIONS (CONT.)

Local truck driver  
Long distance truck driver  
Merchant marine officer  
Merchant marine sailor  
Parking attendant  
Passenger agent  
Reservation agent  
Station agent  
Taxicab driver  
Telegraph operator  
Telephone operator  
Ticket agent  
Tower operator

## FAST GROWING OCCUPATIONS

Accountant  
Auto mechanic  
Bank officer  
Bookkeeper  
Carpenter  
Computer operator  
Construction-Machinery operator  
Construction laborer  
Cook and Chef  
Cosmetologist  
Dental hygienist  
Drafter  
Engineering science technician  
Health services administrator  
Heating/Air/Refrigeration mechanic  
Industrial machinery repairer  
Insulation worker  
Insurance agent  
Lawyer  
Machinist  
Marketing research worker  
Medical technician (emergency)  
Nurse (registered)  
Occupational therapist  
Personnel/Labor relations worker  
Police officer  
Real Estate salesworker  
Retail salesworker  
Secretary/Stenographer  
Sewer-Plant operator  
Social worker  
Teachers' aide  
Truck driver  
Welder